DOCUMENT RESUME

ED 128 986 EC 091 085

TITLE Education of Handicapped Children: Status Report. School Year 1974 - 1975 and Midyear 1975 - 1976.
INSTITUTION Colorado State Dept. of Education, Denver.
PUB DATE Dec 75
NOTE 61p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Delivery Systems; Elementary Secondary Education; Exceptional Child Education; Exceptional Child Services; Expenditure Per Student; *Handicapped Children; Incidence; Inservice Teacher Education; Instructional Staff; *State Surveys; *Statistical Data
IDENTIFIERS *Colorado

ABSTRACT

Presented is the 1975 status report on education of handicapped students in Colorado. Statistical information is presented in both narrative and table format in the following areas: the number of handicapped students served, the means for serving the handicapped students in Colorado, staff required to serve handicapped students, costs and revenues for educating handicapped students, the impact of special education during 1974-1975, the impact of the inservice program for regular educators during 1974-1975, and the status of special education for the year 1975-1976. Topics covered include end-of-year status of special education students served; identification of needs in terms of referral, assessment, and staffing; support services staff; direct cost and total attributable cost for educating handicapped students; status and effectiveness of program implementation; objectives of the inservice program and reported accomplishments; and Child Find projects being conducted during 1975-1976. Among appendixes are information on reimbursable costs under the Handicapped Children's Educational Act and a map showing the locations of Colorado's 43 special education administrative units. (SB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED128986

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

EDUCATION OF HANDICAPPED CHILDREN

STATUS REPORT

School Year 1974-75

and

Midyear 1975-76

Special Education Services Unit
Marilyn Parsley, Senior Consultant

Office of Department Management Services
Edwin E. Steinbrecher, Assistant Commissioner

COLORADO DEPARTMENT OF EDUCATION

Denver, Colorado

December 1975

EC091085

COLORADO STATE BOARD OF EDUCATION

Mrs. Robin Johnston, Chairman . . . . . Denver
(First Congressional District)

Lewis E. Stieghorst, Vice-Chairman . . . . . Littleton
(Second Congressional District)

Bill Graham . . . . . Beulah
(Third Congrssional District)

Allen B. Lamb . . . . . Windsor
(Fourth Congrssional District)

Mrs. Betty Feilbert . . . . . Aurora
(Fifth Congressional District)

SES-6, CDE 944
Education of Handicapped Children: Status Report
74 + c., 1500 c.
No charge to Colorado Public Schools
Price $2.00

STATE ADVISORY COMMITTEE FOR SPECIAL EDUCATION

Charge

The charge of the State Advisory Committee for Special Education is to assist the Colorado Department of Education in the performance of its responsibilities for the implementation of the Handicapped Children's Educational Act.

Members

John Stuart, Chairman
360 Ursula
Aurora, Colorado 80011

Dorothy Andrew, Vice-Chairman
5407 South Oneida
Englewood, Colorado 80110

Ed Brown
1660 South Albion, Suite 309
Denver, Colorado 80222

Dave Lewis
155 Manhattan Drive
Boulder, Colorado 80302

Cecil McGlothlen
2835 Otis Court
Denver, Colorado 80214

Ed Ronayne
2304 Corey Street
Longmont, Colorado 80501

Roberta Barr
Route 1, Box 398
Durango, Colorado 81301

Kay Cessna
Route 1, Box 157C
Windsor, Colorado 80550

Jeanne Hughes
1000 Zinnia Street
Golden, Colorado 80401

Ellis Johnson
Kersey
Colorado

Dick Karlson
1522 Navajo Place
Colorado Springs, Colorado 80906

Oliver Kolstoe
1618 Lakeside Drive
Greeley, Colorado 80631

Natalie Hedberg
7942 Fairview Road
Boulder, Colorado 80303

John Lampe
2990 South Monroe
Denver, Colorado 80210

Bob Weiland
6805 East Jewell Avenue
Denver, Colorado 80222

Jim O'Hara
7780 East Oxford Avenue
Denver, Colorado 80237

Doug Douglas
4302 Meadowview Court
Colorado Springs, Colorado 80907

Ben Whitfield
Box 85
Beulah, Colorado 81023

George Jones
1200 Aurora
Boulder, Colorado 80302

Peggy Seavy
Box 55A
Beulah, Colorado 81023

Charles Veysey
1568 Greenbriar Drive
Boulder, Colorado 80303

TABLE OF CONTENTS

State Advisory Committee for Special Education iii
Introduction xiii

Section I
Who were the Handicapped Students Served During 1974-75?

1. Handicapped Students Served 3
2. Handicapped Students Not Served 5
3. End-of-Year Status of Special Education Students Served 7

Section II
How were the Handicapped Students Served in Colorado?

1. Administrative Unit Organization 11
2. Identification of Needs - Referral, Assessment and Staffing 11
3. Planning for Needs and Delivering Services 13
4. Evaluation of Services 13

Section III
What Staff was Required to Serve the Handicapped Students?

1. Instructional Staff 19
2. Support Services Staff 23

Section IV
What were the Costs and Revenues for Educating
Handicapped Students During the 1974-75 School Year?

1. Direct Cost and Total Attributable Cost for Educating Handicapped Students 27
2. Costs of the Categorical Programs 29
3. Costs of the Special Education Support Services 31
4. Revenues for the Education of Handicapped Students 32
5. Analysis of the Revenues and Costs for Educating Handicapped Students 34
6. Reimbursement to Administrative Units as Provided by the Handicapped Children's Educational Act. 35

Section V
What was the Impact of Special Education During 1974-75?

1. Student Outcomes 39
2. Status and Effectiveness of Program Implementation 42
3. On-Site Visitations 44

Section VI
What was the Impact of the Inservice Program
for Regular Educators During 1974-75?

1. Program Impact 49
2. Objectives of the Inservice Program and
Reported Accomplishments 50
3. Program Value 53
4. Program Cost 54

Section VII
Where do We Stand for the Year 1975-76?

1. The Status of Special Education Administrative Unit
and Program Implementation 57
2. Estimated Number of Handicapped Students to be Served 58
3. Estimated Full-Time Equivalency for Special Education
Instructional and Support Staff 59
4. Estimated Direct Special Education Cost, Reimbursable Claim 60
5. On-Site Visitations to Special Education
Administrative Units During 1975-76 60
6. Child Find Projects Being Conducted During 1975-76 61
7. Inservice Programs for 1975-76 61
8. Current Trends in Special Education 62

LIST OF TABLES

Section I
Who were the Handicapped Students Served During 1974-75?

Table I - Number of Students and Handicapping Conditions Served Over a Four-Year Period, 1974-75 4

Table II - Students Reported as Waiting to be Placed at the Close of the 1974-75 School Year, 1974-75 5

Table III - Four-Year Analysis of New Placements in Special Education, 1974-75 6

Table IV - End-of-Year Status of Special Education Students Served, 1974-75 7

Table V - Percent of Special Education Students Dismissed with Objectives Accomplished and Those Retained for the Following Year, 1974-75 8

Section II
How were the Handicapped Students Served in Colorado?

Table VI - Number of Students Referred, Assessed, Staffed and Identified as Needing Special Education, 1974-75 12

Table VII - Number of Students and Full-Time Equivalent (FTE) Students Served in Delivery Systems, 1974-75 14

Section III
What Staff was Required to Serve the Handicapped Students?

Table VIII - Distribution of Instructional Personnel by Program and Method of Delivery, 1974-75 19

Table IX - Full-Time Equivalent Instructional Personnel by Method of Delivery, 1974-75 20

Table X - Time Distribution of Special Education Teachers Assigned to Three Major Delivery Systems, 1974-75 21

Table XI - Average Case Loads for Teachers in Categorical Programs by Delivery Systems, 1974-75 22

Table XII - Total Full-Time Equivalent Support Staff by Service Areas, 1974-75 23

Table XIII - Time Distribution of Psychologists, Social Workers and Nurses Serving in Special Education, 1974-75 24

Section IV
What were the Costs and Revenues for Educating Handicapped Students During the 1974-75 School Year?

Table XIV - Direct Special Education Expenditures in Relation to All Other General Operating Expenditures, 1974-75 27

Table XV - Total Attributable Cost, 1974-75 28

Table XVI - Number of Students Served, Direct Instructional and Support Costs and Per Student Direct Cost for Each Special Education Program, 1974-75 29

Table XVII - Total Attributable Costs for Educating Handicapped Students by Categorical Program, 1974-75 30

Table XVIII - Direct Special Education Costs for Support Services and the Percent They Represent of All Special Education Costs, 1974-75 31

Table XIX - Revenues in Support of Direct Special Education Cost for Educating Handicapped Students, 1974-75 32

Table XX - Revenues in Support of the Total Attributable Cost for Educating Handicapped Students, 1974-75 33

Table XXI - Analysis of the Revenues Applicable to the Total Attributable Cost for Educating Handicapped Students, 1974-75 34

Table XXII - Reimbursements to Administrative Units Under the Handicapped Children's Educational Act, 1974-75 35

Section V
What was the Impact of Special Education During 1974-75?

Table XXIII - Functioning Level of Students on Entry into a Special Education Program and at End-of-the-Year as Reported on a Seven-Point Scale, 1974-75 40

Table XXIV - Percentage of Students Reported as Making Progress on Their Objectives as Compared to Expectations, 1974-75 41

Table XXV - Status and Effectiveness of Program Implementation as Reported by Administrative Units, 1974-75 43

Section VI
What was the Impact of the Inservice Program for Regular Education During 1974-75?

Table XXVI - Inservice Participants, 1974-75 49

Table XXVII - Inservice Participants as a Percentage of the Staff in the State, 1974-75 50

Section VI (Continued)

Table XXVIII - Inservice Objectives and Accomplishments Made by the Participants, 1974-75 51

Table XXIX - Inservice Topic Areas Ranked by Order of Reported Future Need, 1974-75 52

Table XXX - Participants' Response to the Value of the Inservice Program, 1974-75 53

Table XXXI - Financial Summary of the Inservice Program for Regular Education, 1974-75 54

Section VII
Where do We Stand for the Year 1975-76?

Table XXXII - Administrative Unit Estimates of Number of Individual Students to be Served in Special Education 58

Table XXXIII - Administrative Unit Estimates of Full-Time Equivalent Instructional and Support Staff to be Employed for 1975-76 59

LIST OF APPENDICES

Appendix A - Colorado's Forty-three Special Education Administrative Units, 1974-75 67

Appendix B - Revenue, Cost and Reimbursement Analysis for Special Education, 1974-75 69

Appendix C - Reimbursable Costs Under the Handicapped Children's Educational Act (Estimates) 71

Appendix D - On-Site Visitations, 1975-76 73

INTRODUCTION

It is felt that with the more sophisticated data collection procedures developed and implemented by the Colorado Department of Education over the past two years, an improvement in the reliability of information submitted about special education programs operating in the local administrative units has occurred. Requests for specific data and the manner in which they are reported will change because of the improvements made in the information system and because of needs for certain information as expressed by our state legislative members, on federal reports, and by various concerned individuals and groups such as the State Advisory Committee for Special Education, the Department's Financial Policies and Procedures Committee, the Department's Data Acquisition, Reporting and Utilization Committee, the local special education directors, and the Department's Special Education Services Unit staff responsible for the management information system. This means that the definitions and interpretations given to figures reported in a similar manner may not remain constant from year to year. Readers of this report should utilize the table footnotes for clarification of the quantitative information in the tables and for making just comparisons from one year to the next of the figures beings reported.

SECTION I

Who were the Handicapped Students Served During 1974-75?

1. Handicapped Students Served

Of the 529,571.5 students reported for average daily attendance entitlement in Colorado during 1974-75, 50,453, or 9.5 percent were served in one or more special education programs.

Many students identified as handicapped will have multiple physical, mental or emotional handicapping conditions requiring that they be served by more than one special education program. The 50,453 individual students were reported to have had 77,392 handicapping conditions which were served in special education programs during the year. This represents an increase of 42.1 percent from the 54,476 handicapping conditions reported as served during the previous school year.

The increase in the number of handicapping conditions identified and reported as served may be attributed to the improvement of assessment techniques, the severity and complexity of handicapping conditions being identified, the emphasis on quality and comprehensiveness of services provided to a student, and the utilization of a team approach to serving the whole child rather than placing him in only one program area. These trends, in addition to procedures which ask that each child enrolled in special education be reported to the Department only once, along with all of his handicapping conditions which were served, account for the improved reporting of the number of handicapping conditions served.

The number of handicapping conditions served during the 1974-75 school year (77,392) was actually 20.4 percent greater than the 64,296 which had been estimated earlier. (Education of Handicapped Children Status Report, 1973-74, Colorado Department of Education, January 1975) Except where indicated, the analysis of the 1974-75 school year information contained in this report will be based on the number of individual students served (50,453) rather than the number of handicapping conditions served. Table I shows the number of students and handicapping conditions served during each of the past four years and provides estimates as reported by the local administrative units for the 1975-76 school year.

TABLE I

Number of Students and Handicapping Conditions Served
Over a Four-Year Period
1974-75

Special Education Categorical Programs	Actual Number Served 1971-72	Actual Number Served 1972-73	Actual Number Served 1973-74	(7) Actual Number Served 1974-75 (Column A) Number of Individual Students Counted in Program of Primary Assignment	(Column B) Number of Those Students Reported in Column A Who were Served in a Program for a Secondary Assignment	(Column C) Total Number of Handicapping Conditions Served in Each Program Area (Column A and Column B)	(8) Estimated Number of Students to be Served 1975-76 Estimated Number of Individual Students Counted in Program of Primary Assignment	Estimated Number of Handicapping Conditions to be Served
Limited Intellectual Capacity	8,424	8,868	8,573	7,632	--	7,632	8,756	
Emotional/Behavioral	(1)	(1)	7,573	4,112	11,976	16,088	5,119	
Perceptual/Communicative	6,903	13,506	11,426	14,048	6,721	20,769	20,266	
Hearing Handicapped	444	522	599	863	613	1,475	727	
Visually Handicapped	263	261	356	103	1,409	1,712	416	
Physically Handicapped	1,865(2)	2,139(2)	1,689(3)	933	2,911	3,844	1,452	
Speech	19,677	20,553	24,260	18,975	3,310	22,285	23,643	
Pregnant Girls	(4)	(4)	(4)	326	--	326	387	
Adjudicated Youth	(5)	(5)	(5)	2,722	--	2,722	6,839	
Autistic	(4)	(4)	(4)	50	--	50	18	
Deaf/Blind	(4)	(4)	(4)	16	--	16	15	
Multiply Handicapped	(4)	(4)	(4)	473	--	473	253	
Total Number of Handicapping Conditions Served	37,576	45,851	54,476			77,392		101,049 (est.)
Correction Made for Duplication of Speech Students Only	- 9,376	- 11,463	- 3,358					
Number of Secondary Needs Served					26,939			
(6) Total Number of Individual Students Served	28,200	34,388	51,118	50,453			65,886	

(1) Included in the perceptual/communicative number for this year
(2) Includes all of the students served in a home or hospital setting who would otherwise be included in more appropriate program categories
(3) Does not include all of those served in a home or hospital setting, but still includes pregnant girls, autistic, deaf/blind and multiply handicapped
(4) Included in the physically handicapped category for this year
(5) Included in the emotional/behavioral category for this year
(6) The total number of individual students served as reported for the first three years, 1971 through 1974, will contain some duplication of students since a correction was made only for those speech students who were also counted in another program category. With improvement in data collection procedures, no student was counted more than once when determining an individual student count for the 1974-75 school year.
(7) The following is an example of which students are included in Columns A, B and C:
A student reported in Column A as in a program for emotional/behavioral may also receive services from a speech program. He is counted in Column A only once, as emotional/behavioral, and reported in Column B in the speech program. Column A, therefore, is an unduplicated count of individual students, whereas Column C is a duplicated count of students since it reports total number of students served for primary and secondary needs in each program category.
(8) The estimates were reported by local administrative units and may vary from the number released on State Department reports.

2. Handicapped Students Not Served

With the close of the 1974-75 school year, 9,035 students were reported as waiting for placement in special education programs. This end-of-year list exists due to the fact that either the programs needed were filled to capacity or the students included on the list were identified toward the end of the school year without adequate time available for placement in a new program. Table II shows the number of students by program category reported as waiting for placement at the close of the 1974-75 school year.

TABLE II

Students Reported as Waiting to be Placed
at the Close of the 1974-75 School Year
1974-75

Category	Number of Students	Percent of Total*
Limited Intellectual Capacity	452	5.0
Emotional/Behavioral	563	6.2
Perceptual/Communicative	2,636	29.2
Hearing Handicapped	59	0.7
Visually Handicapped	9	0.1
Physically Handicapped	32	0.4
Speech	5,213	57.7
Pregnant Girls	1	0.01
Adjudicated Youth		0.02
Autistic	2	0.02
Deaf/Blind	1	0.01
Multiply Handicapped	67	0.7
Total	9,035	

*Will not equal 100 percent due to rounding

It should be noted that 86.9 percent of the students reported as waiting placement were identified as having handicaps in the perceptual/communicative and speech categories.

According to the Report on the Study of Learning Disabilities of 1973, it was estimated that 89,580 individual students would need to be served for a possible 120,580 handicapping conditions. The incidence of handicapped students among the total school population was estimated by the study as 15.6 percent.

Evidence obtained from four years of study in Colorado shows that the total number of students served in the public schools over these years has been substantial. It has been estimated that approximately 55 percent of the handicapped students served in any one school year are new placements in special education during that year. By applying this percentage to the total number of students reported as served, the number of students who were placed in special education over this four-year period for the first time exceeds 90,000. (See Table III) This is a cumulative figure, however, and does not mean that the 90,000 students placed during the four-year period were ever served in programs at the same time.

TABLE III

Four-Year Analysis
of New Placements in Special Education
1974-75

School Year	Handicapping Conditions as Percentage of Total School Enrollment	Total Number of Handicapping Conditions Served	Estimated Number of New Handicapping Conditions Served (55%)	Total Number of Individual Students	New Individual Students Served (55%)
1971-72	6.7%	37,576	20,667	28,220	15,510
1972-73	8.0%	45,851	25,218	34,388	18,913
1973-74	9.5%	54,476	29,962	51,118	28,115
1974-75	13.6%	77,392	42,566	50,453	27,749
			118,413*		90,287*

*With the return of students to regular education programs each year, this number was never served at any one time in special education programs. The figure is cumulative, reporting the total number served for the first time, at some time, during each year of the four-year period.

Indications are that the incidence of handicapped students among the total school population during any one year will stabilize at less than the 15.6 percent estimated as a result of the incidence study, and less than the estimated 21.0 percent incidence of handicapping conditions to the total school population. Table III shows that for the 1974-75 school year, the percent of handicapping conditions served to the total school population was 13.6.

With the understanding that there will always be new students identified with handicapping conditions who need programs, and that there are certain types of handicapping conditions in various locations across the state for which programs still remain to be established adequately, it appears that Colorado is approaching full realization of the goal to provide educational services for all of its handicapped students.

3. End-of-Year Status of Special Education Students Served

Of the 50,453 identified students served during the 1974-75 school year, 12,035, or 23.9 percent, were reported at the end of the year to no longer have a need for, therefore not be eligible for, a special education program at that time. Of the students served during the past year, 54.9 percent were reported to have been recommended for retention in special education programs for the 1975-76 school year. These figures are reported in Table IV.

TABLE IV

End-of-Year Status
of Special Education Students Served
1974-75

Status at End-of-Year	Number of Students	Percent of Total Served
1. Retained for Next Year(1)	27,706	54.9%
2. Dismissed from Special Education(2) - Objectives Accomplished	12,035	23.9%
3. Left the District(3)	4,749	9.4%
4. Graduated from School(4)	869	1.7%
5. Withdrew from Program(5)	796	1.6%
6. Dropped Out of School(6)	563	1.1%
7. Other/Unclassified(7)	3,735	7.4%
TOTAL STUDENTS SERVED	50,453	

(1) Students who are working on special individual objectives and who may have made good progress on their objectives during the year but, because of the nature of their handicapping condition(s), will need to be served by special education the following school year

(2) Students who became ineligible for special education because they accomplished their individual special objectives and became able to function and benefit from a regular education program without further service from special education at this time

(3) Students who moved away from the district while still enrolled in a special education program

(4) Those secondary students who were enrolled in special education at the time of graduation

(5) Students who were withdrawn from the special education program for reasons such as parental request

(6) Students who were in a special education program and dropped out of school upon reaching the age when they were no longer covered by the compulsory attendance requirement

(7) Students who were temporarily health handicapped, temporary detention center placements, or transfers to new levels with no program available

The percentages of students in each of the special education categorical programs reported to have accomplished their special individual objectives during the school year so that they could function and benefit in a regular education program, are shown in Table IV. Because of the nature of the handicap, it is expected that certain categorical program areas will show a much higher retention figure than others. This is due to the fact that some students may need to be served by special education during all of their school years but to lesser degrees as they learn to effectively compensate for their handicap and function in regular education programs. The program for students with a significant limited intellectual capacity provides an example of a program where a comparatively higher retention rate is expected.

TABLE V

Percent of Special Education Students
Dismissed with Objectives Accomplished
and Those Retained for the Following Year
1974-75

Program	Total Number Served	Dismissed with Objectives Accomplished	Percent Retained
Significant Limited Intellectual Capacity	7,632	4.4%	76.8%
Emotional/Behavioral	4,112	21.6%	34.4%
Perceptual Communicative	14,048	20.0%	64.0%
Hearing Handicapped	863	28.0%	59.4%
Visually Hanidcapped	303	5.6%	79.9%
Physically Handicapped	933	41.6%	37.2%
Speech	18,975	37.6%	52.4%
Pregnant Girls	326	46.9%	5.2%
Adjudicated Youth	2,722	1.1%	.2%
Autistic	50	0%	58.0%
Deaf/Blind	16	0%	94.8%
Multiply Handicapped	473	8.9%	68.5%
Individual Students Served *	50,453	23.9%	54.9%

* The remaining 21.2 percent not accounted for above either left the district, graduated, withdrew, dropped out of school, or no longer need temporary services.

SECTION II

How were the Handicapped Students Served in Colorado?

1. Administrative Unit Organization

Colorado's 181 school districts were organized into administrative units for the purpose of providing special education programs as required by legislative statute. During 1974-75, 43 administrative units were in existence. (See Appendix A) Each unit provided for their handicapped students according to a comprehensive plan prepared and submitted to the Colorado Department of Education for approval. To organize for, and provide comprehensive quality programs, the administrative units planned and followed certain standard procedures. These procedures included (a) the identification of needs through screening programs, referral procedures, individual student assessments and staffings; (b) the development of individual student plans and the provision of alternative systems for delivering instructional and support services; (c) the evaluation of services delivered through a review of student accomplishments, a study of quantitative information prepared for the Department and, for some units, a report prepared by an on-site visitation team.

2. Identification of Needs - Referral, Assessment and Staffing

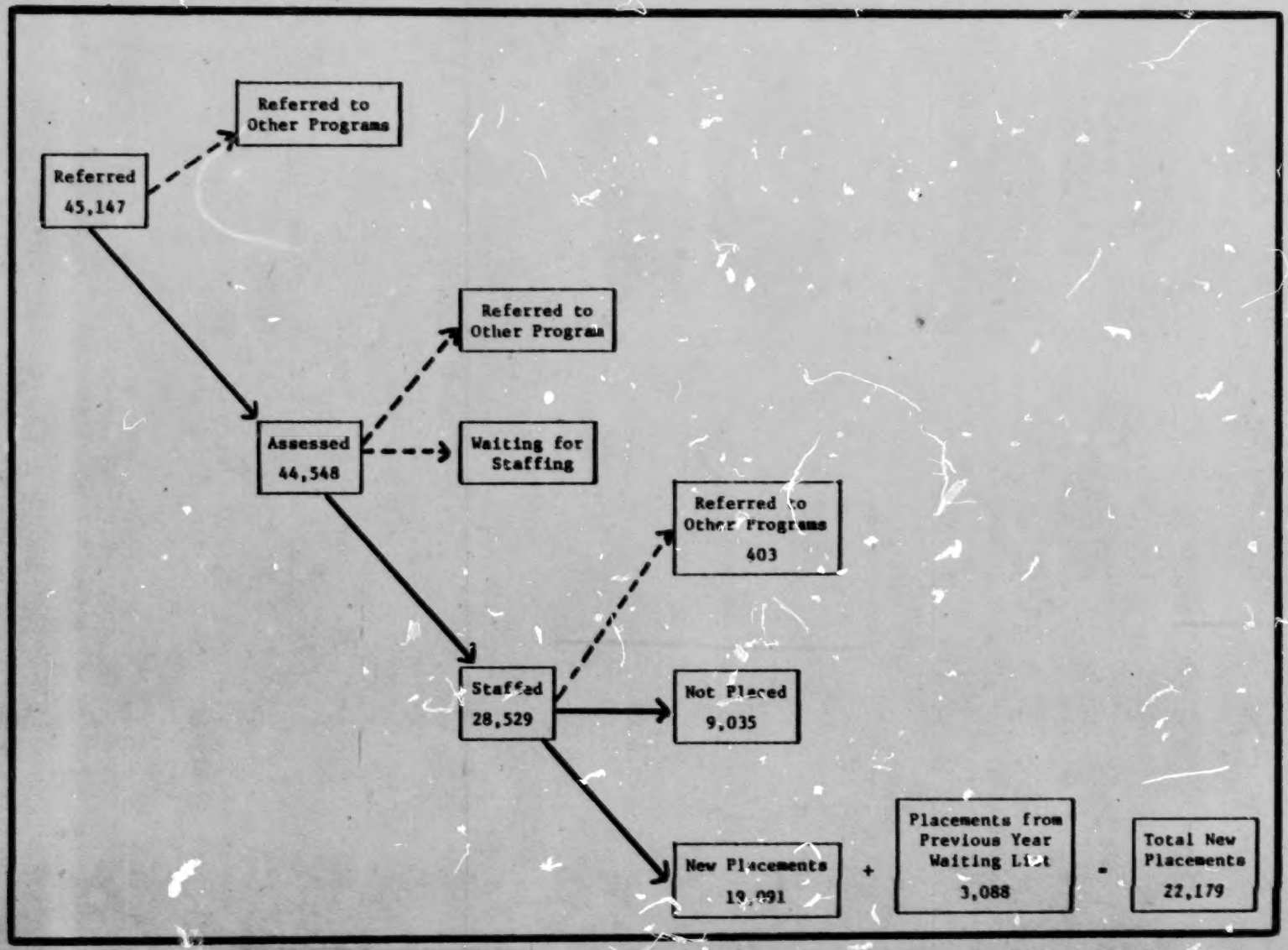
Each administrative unit followed their plan for screening the student population and referring those students to special education who appeared to have potential handicapping conditions which would interfere with their learning. The students referred were assessed to determine the nature of their handicapping conditions. In Colorado, handicapping conditions are defined in terms of (a) a significant limited intellectual capacity, (b) an emotional or behavioral disorder, (c) a perceptual or communicative disorder, (d) a hearing impairment, (e) a visual impairment, (f) a physical impairment, or (g) a speech impairment. In addition, a student who has more than one significant handicapping condition is said to be multiply handicapped. Students who are deaf and blind or autistic are classified separately. Some conditions which have been served by special education through extension programs include the pregnant girls and the adjudicated youth in detention centers.

During the 1974-75 school year, 45,147 students were referred as potentially in need of special education services. Many of the referrals were placed in programs other than special education. The remainder were assessed and staffed by special education personnel. Of the students initially referred, assessed and staffed, 19,091 were placed in special education programs. These students, along with those who were on the waiting list from the previous year, make up the 22,179 students who were reported as served by special education for the first time during this report year.

Table VI presents the number of students referred, assessed, staffed and placed during the 1974-75 school year. The number of students assessed showed a 50 percent increase from the 1973-74 school year. This significant difference may be attributed in part to the emphasis on screening procedures through newly initiated child find projects and to the increased awareness on the part of regular education teachers of the special services available.

TABLE VI

Number of Students Referred, Assessed,
Staffed and Identified as Needing Special Education
1974-75



3. Planning for Needs and Delivering Services

Staffing committees are organized within each administrative unit for the purpose of reviewing the assessment information compiled for each student being considered for placement in a special education program and making recommendations regarding a plan for delivering appropriate services to the student.

Special education provides educational instructional programs to students according to the nature of their handicapping condition and their ability to function in that setting which is least restricted from the regular education program. Movement from one service delivery to another can occur at any time according to the students' functioning ability. The educational instructional program may be delivered through any of the following alternatives: (a) consultive services to the regular classroom teacher, (b) an itinerant teacher, (c) a resource room teacher, (d) a self-contained classroom with a special education teacher, (e) a work-study program, (f) a program at a detention center, or (g) a home or hospital program. If an administrative unit finds it more economical or practical to utilize an educational program delivery in another administrative unit, handicapped students may be tuitioned to another unit or placed in a foster home so that enrollment in that program is possible. Table VII, on page 10, shows the number of students served and the full-time equivalency in the various service deliveries during 1974-75.

In addition to the educational instructional programs, special education provides those support services which are necessary for operation of the programs and for serving the handicapped students in ways which supplement the educational programs. Support services include (a) assessment and consultation services by professionals such as psychologists, social workers and audiologists; (b) health services through nurses, occupational therapists and physical therapists; (c) special education administration and supervision; (d) specialty training in art, music, adaptive physical education, home economics and industrial arts; (d) special transportation; (f) inservice training; and (g) instructional materials centers.

4. Evaluation of Services

Collection of information for the purpose of determining the effectiveness of special education and identifying where improvements need to be made focused on student outcomes and progress, staff opinions on the areas where strengths and weaknesses of instructional and support services exist, follow-up studies of special education students who have graduated, and reports resulting from on-site team visitations to administrative units.

Every administrative unit compiled information to indicate (a) where their handicapped students in each educational program area were able to function at the beginning of their program and at the time of their dismissal from special education or at the end of the year, and (b) to what degree students progressed according to what could be expected of them.

TABLE VII

Number of Students and Full-Time Equivalent* (FTE) Students Served in Delivery Systems 1974-75

	Itinerant/ Consultant Services		Resource Room		Self-Contained Special Class		Detention Center Programs		Work-Stud. Programs		Home-Hospital Program		Total Served in Categorical Program	
	Number of Students	FTE Students	Number of Students	FTE Students	Number of Students	FTE Students	Number of Students	FTE Students	Number of Students	FTE Students	Number of Students	FTE Students	Number of Students	FTE Students
Limited Intellectual Capacity	97	22.22	1,428	582.60	4,624	3,249.33			1,453	1,040.34	40	17.65	7,632	4,932.14
Emotional/Behavioral	1,477	24.88	1,034	143.64	952	568.14	386	3.03	116	25.94	167	3.75	4,112	769.38
Perceptual/Communicative	844	44.30	12,400	1,399.19	713	251.94			66	13.95	25	1.22	14,043	1,710.69
Hearing Handicapped	209	11.49	202	59.10	210	147.05			13	10.91	229	7.60	863	236.15
Visually Handicapped	271	28.75	32	14.43									303	43.18
Physically Handicapped	30	8.51	41	4.50	267	211.66			6	1.37	589	35.63	933	261.67
Speech	17,616	429.79	1,067	30.21	289	13.00			1	1.00	2	.11	18,975	474.11
Pregnant Girls					154	67.28					162	4.61	326	71.89
Adjudicated Youth							2,722	29.57					2,722	29.57
Autistic	6	.05	6	.39	28	19.78			9	.85	1	.05	50	21.12
Deaf/Blind					15	10.17			1	.73			16	10.90
Multiply Handicapped	8	3.30	287	30.74	149	112.25			5	5.19	24	.48	473	139.96
Total Served in Delivery Systems	20,348	573.38	16,497	2,272.80	7,411	4,650.40	3,088	32.60	1,670	1,120.28	1,239	71.10	50,453	8,720.76
**Percent Served in Delivery Systems, Excluding Speech	5.8%		30.6%		14.1%		6.1%		2.2%		2.5%			
Percent Served in Delivery Systems, Speech Only	34.9%		2.1%		.6%									
Average Hours Served per Year, Excluding Speech	48.48		163.80		644.65		10.45		664.12		56.81			
Speech Only	24.13		28.03											

* One FTE is equal to 990 hours
** Will not equal 100 percent due to rounding

In addition, the progress of students in special education was reported by administrative units through teacher summaries of the students they served. Generally, reports included information on the kinds of objectives students worked on, the type of measurement used to determine the degree of accomplishment of those objectives, the percent of students who accomplished the objectives, and, if appropriate, the average months of growth made by the students.

Reports were submitted by every administrative unit of staff opinion about the progress of the unit in developing the programs and support services necessary to effectively provide for handicapped students. Their opinions regarding which areas of special education were in need of improvement and which seemed to be operating adequately were also obtained.

On-site visitation teams reviewed the special education services in 13 of the administrative units during 1974-75. A total of 196 educators served on these teams, averaging eight members per team. Team members observed programs, interviewed personnel, and studied written information in order to supply the unit with an external evaluation and provide recommendations for improving the services delivered. Specific information on the results of these evaluation procedures can be found in Section V of this report.

SECTION III

What Staff was Required to Serve the Handicapped Students?

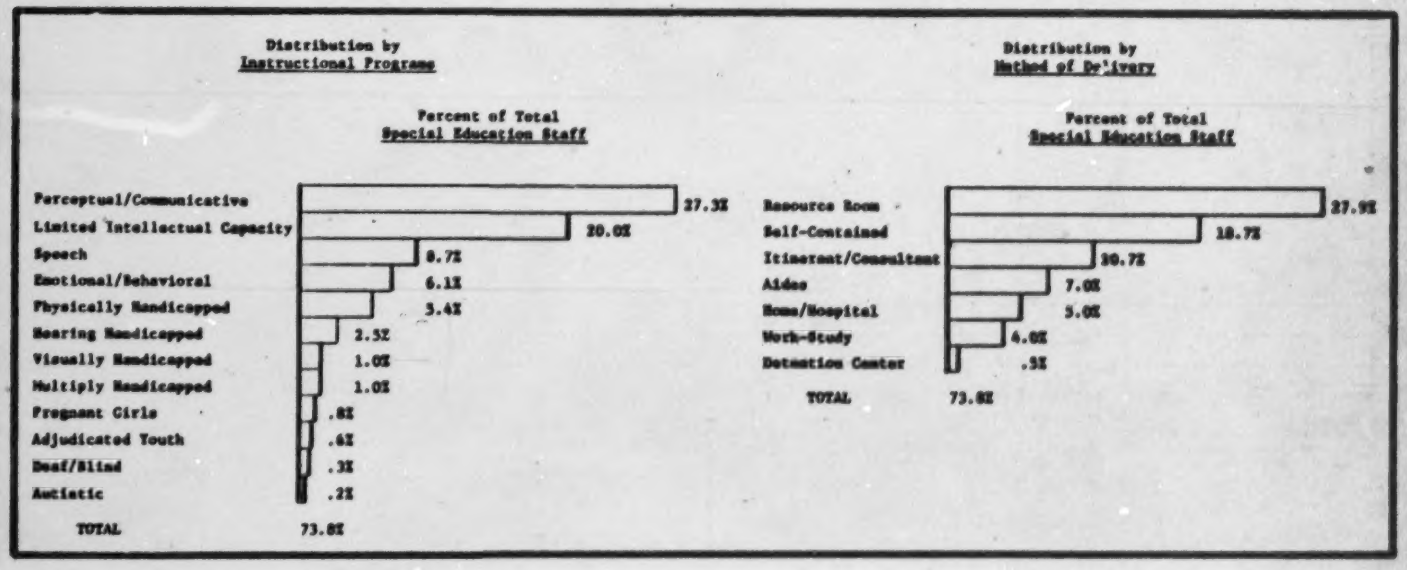
1. Instructional Staff

The total number of full-time equivalent special education staff members employed during the 1974-75 school year was 3,071.77. Of this number, 73.8 percent were educational instructional program staff, 2,051.53 teachers, and 214.98 aides. The remaining 26.2 percent, or 805.26, were support service staff.

The distribution of instructional personnel by categorical programs and the methods of delivery to which they were assigned is shown in Table VIII. It is significant that as compared to the 1973-74 school year, the instructional staff assigned to resource room delivery programs has increased by 47 percent, while the staff assigned to self-contained classrooms has remained constant. The instructional staff in the perceptual/communicative program has increased by 38 percent, while the significant limited intellectual capacity program staff has decreased 5.0 percent. (Education of Handicapped Children Status Report, 1973-74, Colorado Department of Education, 1975)

TABLE VIII

Distribution of Instructional Personnel
by Program and Method of Delivery
1974-75



The number of personnel who have been employed by administrative units will generally not be the same number reported to have been approved and reimbursed by the State under the Handicapped Children's Educational Act. This is likely to occur for three reasons: (a) some staff members are supported from other sources of revenue, (b) additional staff members are sometimes supplied above the maximum approved for reimbursement, or (c) some staff members may not meet minimum certification or endorsement requirements before the end of the school year. Of the total number of special education staff employed by administrative units during 1974-75, 93.0 percent of the instructional staff and 85.0 percent of the support staff were State reimbursed under the Handicapped Children's Educational Act.

The full-time equivalent instructional personnel employed and those reimbursed are shown in Table IX. Table XII shows the support staff employed and reimbursed.

TABLE IX

Full-time Equivalent Instructional Personnel
by Method of Delivery
1974-75

	Itinerant/ Consultant Services	Resource Room	Self-Contained Special Class	Detention Center Programs	Work-Study Programs	Home-Hospital Programs	Total FTE Teachers Employed	Total FTE Aides Employed	Total FTE Instructional Staff	Total FTE Instructional Staff State Approved and Reimbursed
Limited Intellectual Capacity	2.50	73.65	386.66		103.10	5.00	570.91	42.15	613.06	452.29
Work-Experience-Study										125.79
Emotional/Behavioral	3.00	37.70	83.18		2.00	11.93	137.81	50.54	188.35	138.87
Perceptual/Communicative	49.00	695.63	16.50		10.00	3.85	774.98	62.39	837.37	679.08
Hearing Handicapped	14.25	20.22	29.30		3.00		66.77	10.25	77.02	67.31
Visually Handicapped	19.80	6.00			1.00	.50	27.30	2.20	29.50	25.46
Physically Handicapped	1.00	9.00	22.00		2.00	117.55	145.55	21.00	166.55	26.60
Home/Hospital										53.68
Speech	237.89	21.50	1.00			1.00	261.39	5.00	266.39	262.78
Pregnant Girls			9.40			11.92	21.32	2.50	23.82	7.75
Adjudicated Youth				16.15			16.15	2.50	18.65	10.16
Autistic			3.00				3.00	4.50	7.50	3.00
Deaf/Blind	1.00		4.60				4.60	3.60	8.20	3.25
Multiply Handicapped			18.60		1.00	1.15	21.75	8.35	30.10	22.53
Total Teachers	328.44	857.70	574.24	16.15	122.10	152.90	2,051.53			1,878.33
Total Aides								214.98		230.58
Total Instructional Staff									2,266.51	2,108.91

*In some cases, the number reimbursed will be greater than the number reported to have been employed. This is due to the difference in the way personnel are classified for reimbursement purposes as compared to the classification of personnel for reporting total costs of programs. In addition, some inaccuracies in calculating a full-time equivalent at the local unit level will occur. One full-time equivalent staff member is one who works 1,250 hours during the school year.

Special education teachers have numerous functions to carry out. Providing direct instructional programs to the handicapped students in their categorical area of assignment constituted, on the average, 59.8 percent of teacher's time. Table X shows the time distribution between specific functions for teachers assigned to self-contained classrooms, resource rooms, and in an itinerant/consultant role. Compared to 1973-74, the most significant changes appear to be in the overall decrease of time spent in the planning and managing function and the increase in time spent by the itinerant/consultant staff in the tasks of consulting with the staff members and providing inservice instruction.

TABLE X

Time Distribution of Special Education Teachers
Assigned to Three Major Delivery Systems
1974-75

Functions	Self-Contained Percent of Time Spent	Resource Room Percent of Time Spent	Itinerant/Consultant Percent of Time Spent
Instructing	66.8%	62.0%	34.6%
Assessing, Screening, Testing	3.7%	8.5%	10.4%
Staffings	2.4%	3.8%	4.0%
Consulting with Parents	3.9%	3.8%	4.1%
Consulting with Staff	4.6%	6.7%	16.0%
Planning and Managing	14.9%	11.7%	8.8%
Inservice Instructing	.3%	.7%	13.6%
Traveling	.5%	.6%	4.7%
Other	2.5%	1.8%	4.6%

The number of students one teacher can serve during a year's time depends on the nature and severity of the handicapping conditions those students exhibit, the type of delivery system to which he/she is assigned, geographical distance within which services are delivered and the time needed to carry out other tasks such as assessments and staffings. For example, a teacher serving students with very mild short-term behavioral needs by providing consulting services to the regular classroom teacher will be able to account for a much higher case load than a teacher serving students with very severe emotional and behavioral needs where they must be served in a special self-contained classroom for a much longer period of time. Table XI shows case loads or total number of students one teacher served on the average in various categorical programs during 1974-75.

TABLE XI

Average Yearly Case Loads for
Teachers in Categorical Programs
by Delivery Systems
1974-75

	Itinerant/ Consultant Services	Resource Room	Self-Contained Special Class	Detention Center Programs	Work-Study Programs	Home/Hospital Programs
Limited Intellectual Capacity	34.8*(1)*	19.4	12.0		14.1	8.0
Emotional/Behavioral	492.3*(1)*	27.4	11.5		15.2*(2)*	12.2*(2)*
Perceptual/Communicative	17.2	17.8	43.2			
Hearing Handicapped	14.7	10.0	7.2			
Visually Handicapped	13.7	5.3	--			
Physically Handicapped	30.0	13.7	12.1			22.1*(3)*
Speech	74.1*(4)*	49.6	--			
Pregnant Girls			17.5			13.6
Adjudicated Youth			--	191.2*(5)*		
Autistic			9.3			
Deaf/Blind			3.3			
Multiply Handicapped			8.0			21.0

(1) In the Limited Intellectual Capacity programs, 2.5 teachers reported effecting a total of 87 students with mild handicapping conditions by providing consultant services to the teachers of those students. In the Emotional/ Behavioral programs, three teachers reported effecting 1,477 students with mild handicapping conditions by providing consultant services to the teachers of those students.

(2) An average case load of the emotional/behavioral and perceptual/communicative categories combined is reported, since the students reported by the units may be classified somewhat differently than the teachers. This presents a more realistic figure.

(3) The case load reported here uses the full-time equivalent number of reimbursed teachers rather than the number of employed teachers since the calculation of an accurate full-time equivalent for home/hospital staff was difficult at the local level.

(4) It is significant to note the drop from a case load of 1/107 reported for 1973-74. This may be attributed to the complexity of handicapping conditions being identified and served, and the emphasis on improving quality of services delivered as shown in the increase in length of time one student on the average spent in the speech program.

(5) Students included in this case load are generally in the detention center for a very short time (two weeks or less).

2. Support Services Staff

Administrative units reported 805.26 full-time equivalent staff members employed during 1974-75 in the special education support services. Of this number 685.43 were reimbursed by the State under the Handicapped Children's Educational Act. The total support staff of 805.6 represents 26.1 percent of the total staff employed in special education. The distribution of the support staff employed and reimbursed is illustrated in Table XII.

TABLE XII

Total Full-time Equivalent Support Staff
by Service Areas
1974-75

Service	Total FTE Support Staff Employed	Total FTE Support Staff State Approved and Reimbursed	Percent of Total Special Education Staff
Assessment and Consultation			
Psychologists	171.21	168.26	
Psychiatrists	.81	.61	
Social Workers	178.33	172.44	
Audiologists	3.50	2.94	
Other Professionals	1.50	--	
Sub-Total	355.35	344.25	11.6%
Administration and Supervision			
Supervisors	38.00	32.33	
Assistant Directors	26.30	20.51	
Directors	38.78	38.47	
Other Professionals	4.25	--	
Sub-Total (Professionals)	107.33	91.31	3.3%
Secretaries	133.60	121.20	4.3%
Health			
Nurses	136.09	68.43	
Occupational Therapists	8.70	7.65	
Physical Therapists	4.10	3.03	
Sub-Total	148.89	79.11	4.8%
Specialty Instructors*	28.64	29.06	.9%
Inservice for Special Education (Not HCEA)	6.50	--	.2%
Instructional Materials Centers			
IMC Coordinators	24.95	20.50	
TOTAL	805.26	685.43	26.1%

*Includes music, art, adaptive physical education, home economics and industrial arts for special education students only. The number reimbursed is greater than the number reported as employed due to the difference in classifying employees for the two purposes.

Members of the special education support staff are employed to carry out functions which are necessary to screen, assess, identify and staff all students with handicapping conditions, as well as many who are referred as potentially in need of special education services but placed in programs other than special education. According to reports from administrative units, the above tasks, along with that of providing consultation to parents and instructional personnel to improve service delivery, accounted for the greatest amount of support staff time. The total time of psychologists, social workers and nurses is distributed among the various functions in Table XIII.

In making comparisons with the same data reported for 1973-74, the most noticeable change appears with the increase in time spent providing services to students and in planning and managing tasks.

TABLE XIII

Time Distribution of
Psychologists, Social Workers and Nurses
Serving in Special Education
1974-75

Functions	Psychologists Percent of Time Spent	Social Workers Percent of Time Spent	Nurses Percent of Time Spent
Assessing Students	33.1%	10.6%	6.2%
Consulting with Staff	16.3%	19.1%	12.4%
Staffings	13.0%	9.1%	13.6%
Consulting with Parents	10.4%	15.3%	11.5%
Services to Students*	8.3%	23.9%	4.1%
Traveling	4.6%	4.6%	4.4%
Planning and Managing	8.1%	7.3%	5.4%
Inservice Instructing	2.6%	2.7%	1.1%
Materials Development	.8%	3.1%	2.1%
Health	--	--	35.0%
Other	2.4%	3.8%	3.6%

*Includes time spent directly with students in special instructional and/or therapy activities

SECTION IV

What were the Costs and Revenues for Educating Handicapped Students During the 1974-75 School Year?

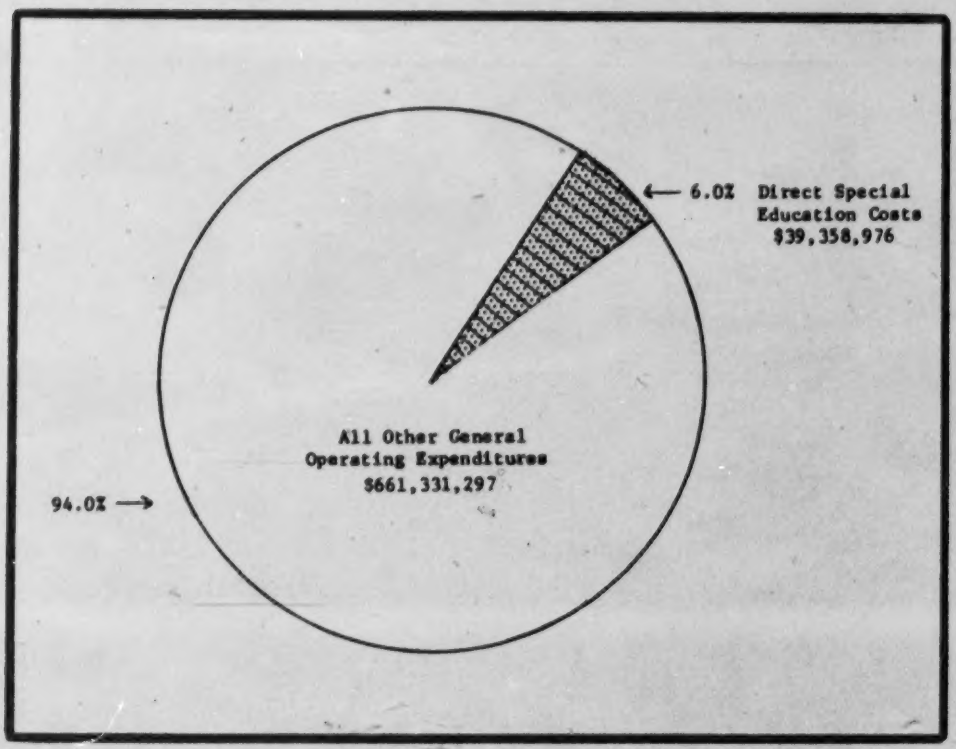
1. Direct Cost and Total Attributable Cost for Educating Handicapped Students

The direct cost of special education for the 1974-75 school year was reported to be $39,358,976. The figure represents the cost of providing special educational instructional programs and the special education support services for educating handicapped students during the school year. It does not include the costs which were attributable to that portion of the total program for educating handicapped children provided by regular education.

The direct cost of special education represented 6.0 percent of the total $661,331,297 general operating expenditures reported by school districts for 1974-75 as illustrated in Table XIV.

TABLE XIV

Direct Special Education Expenditures in Relation to All Other General Operating Expenditures 1974-75

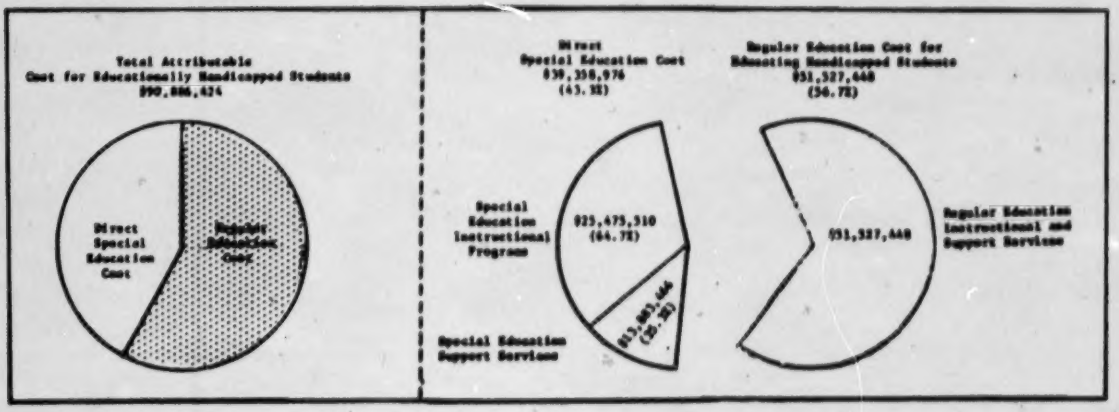


Of the 1974-75 direct cost for special education, 64.7 percent was incurred for special education instructional programs, while 35.3 percent was for special education support services. This total direct cost of special education, along with the regular education costs for educating the handicapped student population, was reported to have been $90,886,424 for 1974-75. This is referred to as the total attributable cost of educating handicapped students and is illustrated in Table XV.

TABLE XV

Total Attributable Cost

1974-75



2. Costs of the Categorical Programs

In order to determine the direct special education per student cost for students served in the various categorical programs, the direct special education cost for support services must be distributed to the categorical programs and combined with the direct special education instructional cost for those programs. Table XVI shows the special education instructional cost, the special education support service cost, and the per student cost by program. Students who were served in the programs for significant limited intellectual capacity and perceptual/communicative represented 43.0 percent of the total individual students served in special education for the 1974-75 school year and accounted for 69.9 percent of the total direct cost for special education.

TABLE XVI

Number of Students Served, Direct Instructional and Support Costs and Per Student Direct Cost for Each Special Education Program 1974-75

Programs	Number of Individual Students Served	Direct Special Education Instructional Cost	Direct Special Education Support Services Cost	Percent of Total Direct Special Education Cost	Direct Special Education Per Student Cost
Limited Intellectual Capacity	7,632	$ 7,405,201	$ 7,506,781	37.9%	$1,953.88
Emotional/Behavioral	4,112	1,881,874	1,238,251	8.0%	758.79
Perceptual/Communicative	14,048	9,811,780	2,793,079	32.0%	897.27
Hearing Handicapped	863	974,015	439,683	3.6%	1,638.12
Visually Handicapped	303	394,969	85,799	1.2%	1,586.69
Physically Handicapped	933	897,597	439,499	3.4%	1,433.11
Speech	18,975	3,276,542	839,004	10.5%	216.89
Pregnant Girls	326	181,132	122,724	.8%	932.07
Adjudicated Youth	2,722	214,950	25,635	.6%	88.39
Autistic	50	42,329	40,336	.2%	1,657.30
Deaf/Blind	16	61,480	18,190	.2%	4,979.38
Multiply Handicapped	473	333,441	334,485	1.7%	1,412.11
TOTAL	50,453	$25,475,510	$13,883,466		

The total attributable cost for educating handicapped students and the per student attributable cost by categorical programs is shown in Table XVII. The cost figure includes the direct special education costs for instructional programs and support services, as well as the regular education cost for providing educational programs to the handicapped students.

Three of the programs - significant limited intellectual capacity, perceptual/communicative and speech - served 80.6 percent of the total individual students served in special education and accounted for 81.0 percent of the total attributable costs for all programs.

TABLE XVII

Total Attributable Costs
for Educating Handicapped Students
by Categorical Program
1974-75

Program	Number of Students	Total Attributable Cost	Percent of Total Attributable Cost	Per Student Cost
Limited Intellectual Capacity	7,632	$18,254,726	20.1%	$2,391
Emotional/Behavioral	4,112	6,734,444	7.4%	1,638
Perceptual/Communicative	14,048	27,799,327	30.6%	1,978
Hearing Handicapped	863	2,225,578	2.5%	2,578
Visually Handicapped	303	797,385	.9%	2,631
Physically Handicapped	933	2,196,326	2.4%	2,354
Speech	18,975	27,587,362	30.4%	1,453
Pregnant Girls	326	612,976	.7%	1,880
Adjudicated Youth	2,722	3,448,141	3.8%	1,266
Autistic	50	116,297	.1%	2,325
Deaf/Blind	16	80,008	.1%	5,000
Multiply Handicapped	473	1,033,854	1.1%	2,185
TOTAL	50,453	$90,886,424		

3. Costs of the Special Education Support Services

The total direct special education cost for support services, $13,883,466, was attributed to seven service areas. The areas of support services, the cost for those services, and the percent of the total direct special education cost they represent is illustrated in Table XVIII.

TABLE XVIII

Direct Special Education Costs
for Support Services and the Percent They Represent
of All Special Education Costs
1974-75

Service	Cost	Percent of Total Direct Special Education Cost
Assessment and Consultation	$ 5,259,315	13.4%
Administration and Supervision	2,907,223	7.4%
Health	2,724,536	6.9%
Transportation	2,009,592	5.1%
* Specialty Training	399,317	1.0%
Inservice for Special Educators	137,161	.3%
Instructional Materials Centers	446,322	1.1%
TOTAL	$13,883,466	35.2%

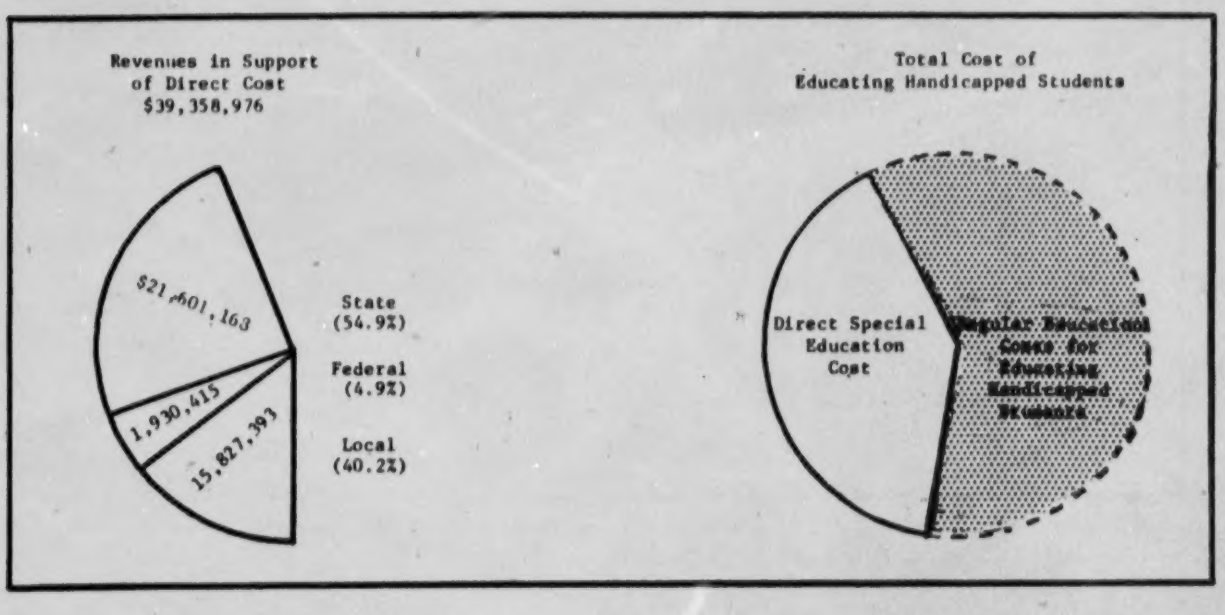
* Includes music, art, adaptive physical education, home economics and industrial arts for special education students

4. Revenues for the Education of Handicapped Students

Direct special education costs may be supported by (a) monies from the State which are appropriated to carry out the Handicapped Children's Educational Act, (b) federal revenues, and (c) any other local or private revenues specifically allocated to special education. Of the revenues received by administrative units in support of direct special education programs offered during 1974-75, 54.9 percent of those revenues came from State sources as shown in Table XIX. This is a 6.6 percent increase in state revenues reported for the previous school year. For a further breakdown of sources of revenues see Appendix B.

TABLE XIX

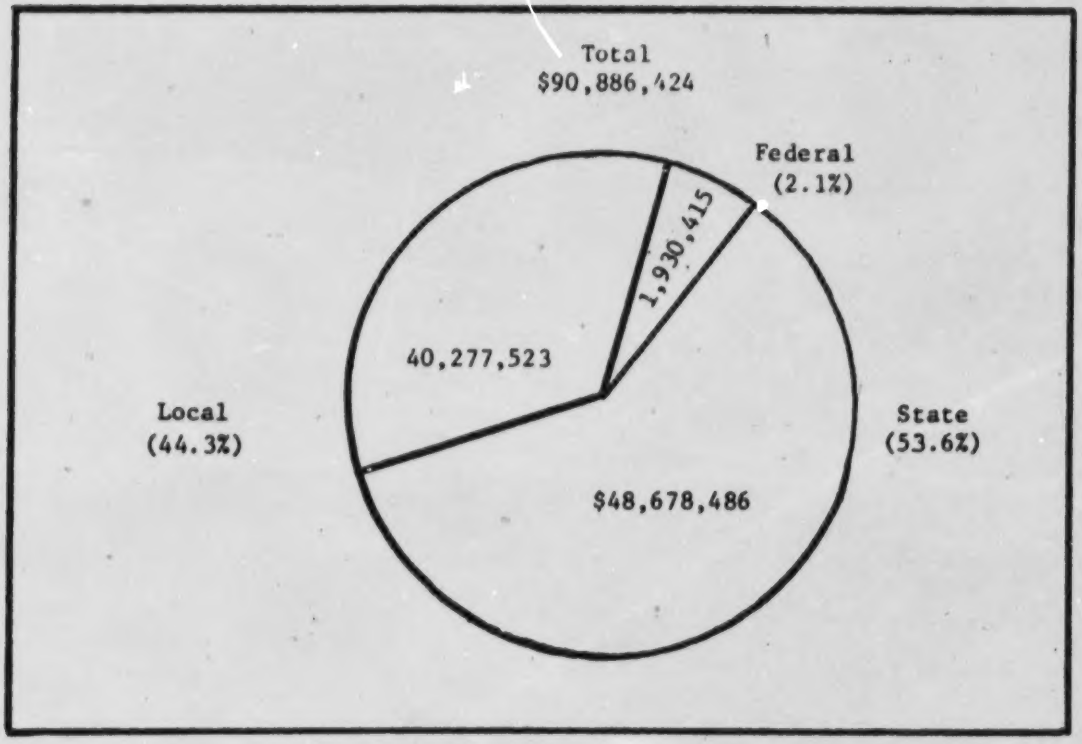
Revenues in Support of Direct Special Education Cost
for Educating Handicapped Students
1974-75



Total attributable costs for educating handicapped students during 1974-75 were supported by revenues of which 53.6 percent were from state funds, a significant 12.0 percent increase fom the previous school year. Table XX shows the proportional amounts of revenues which supported the total attributable cost.

TABLE XX

Revenues in Support of the Total Attributable Cost
for Educating Handicapped Students
1974-75



5. Analysis of the Revenues and Costs for Educating Handicapped Students

The Handicapped Children's Educational Act specifically limits the state reimbursement made to administrative units in support of the total attributable cost for educating handicapped students so that when it is combined with all other state, federal and local revenues the total does not exceed the total cost of the programs. An analysis of costs in comparison to revenues as reported by the local units is completed by the Colorado Department of Education annually. The analysis of 1974-75 fiscal information showed that none of the administrative units received revenues in excess of the total attributable costs. A summary of that analysis is shown in Table XXI.

TABLE XXI

Analysis of the Revenues Applicable to the Total Attributable Cost for Educating Handicapped Students 1974-75

Revenues Received		Total Attributable Cost	
Federal	$ 1,930,415	Direct Special Education Cost	$39,358,976
State			
HCEA	$21,601,168	Regular Education Cost for Educating Handicapped Students	$51,527,448
Finance Act	$27,077,318		
Local	$40,277,523		
Private	-0-		
TOTAL REVENUES	$90,886,424	TOTAL ATTRIBUTABLE COST	$90,886,424

Local school districts are required to contribute to the support of educating handicapped students a per student amount which is no less than the per student amount received in the general fund from local property tax. The Department's analysis for 1974-75 showed that for the state as a whole, the minimum local contribution for this purpose from local property tax should have been $28,348,986. This, combined with other local contributions toward the support of the total attributable cost for educating handicapped students, actually reached $40,277,523. In no administrative unit did the amount of local contribution fall short of the minimum required.

6. Reimbursement to Administrative Units as Provided by the Handicapped Children's Educational Act

For the 1974-75 school year, the monies appropriated to carry out the requirements of the Handicapped Children's Educational Act provided 54.9 percent of the monies supporting total direct special education costs incurred by the local administrative units. Of the portion of those costs which were eligible for reimbursement and approved by the Department, 85.1 percent was reimbursed under the provisions of the Act as illustrated in Table XXII. This represents and increase of 11.3 percent over that received by the units for their 1973-74 claims.

TABLE XXII

Reimbursements to Administrative Units Under the Handicapped Children's Educational Act 1974-75

		Percent Reimbursed
Amount Appropriated and Distributed to Administrative Units	$21,601,168	
Total Direct Cost of Special Education	$39,358,976	54.9%
Amount Eligible for Reimbursement	$31,951,007	67.6%
Amount Approved by the Department for Reimbursement	$25,391,294	85.1%

SECTION V

What was the Impact of Special Education During 1974-75?

1. Student Outcomes

The intent of Colorado's Handicapped Children's Educational Act is to see that handicapped students are provided appropriate educational programs in settings which are the least restrictive. Local administrative units are required to make available various alternatives for delivering those services and work with the handicapped students so that they can progress in their ability to function in, and benefit from, regular education programs.

Administrative units supplied information to the Department which, when accumulated, indicated the extent of progressive movement made by special education students during the school year toward the least restrictive program placement in which they were able to function. The results are shown in Table XXIII for students in the various categorical programs where this type of information seems meaningful.

A study of the table shows that students in the program for visually handicapped entered on the average at a higher functioning level than students in other programs, while autistic children entered with the lowest average functioning level. The program for the hearing handicapped reported the highest index of change, indicating that the students in that program made greater overall progress in their ability to function in a regular classroom setting than the students in other programs.

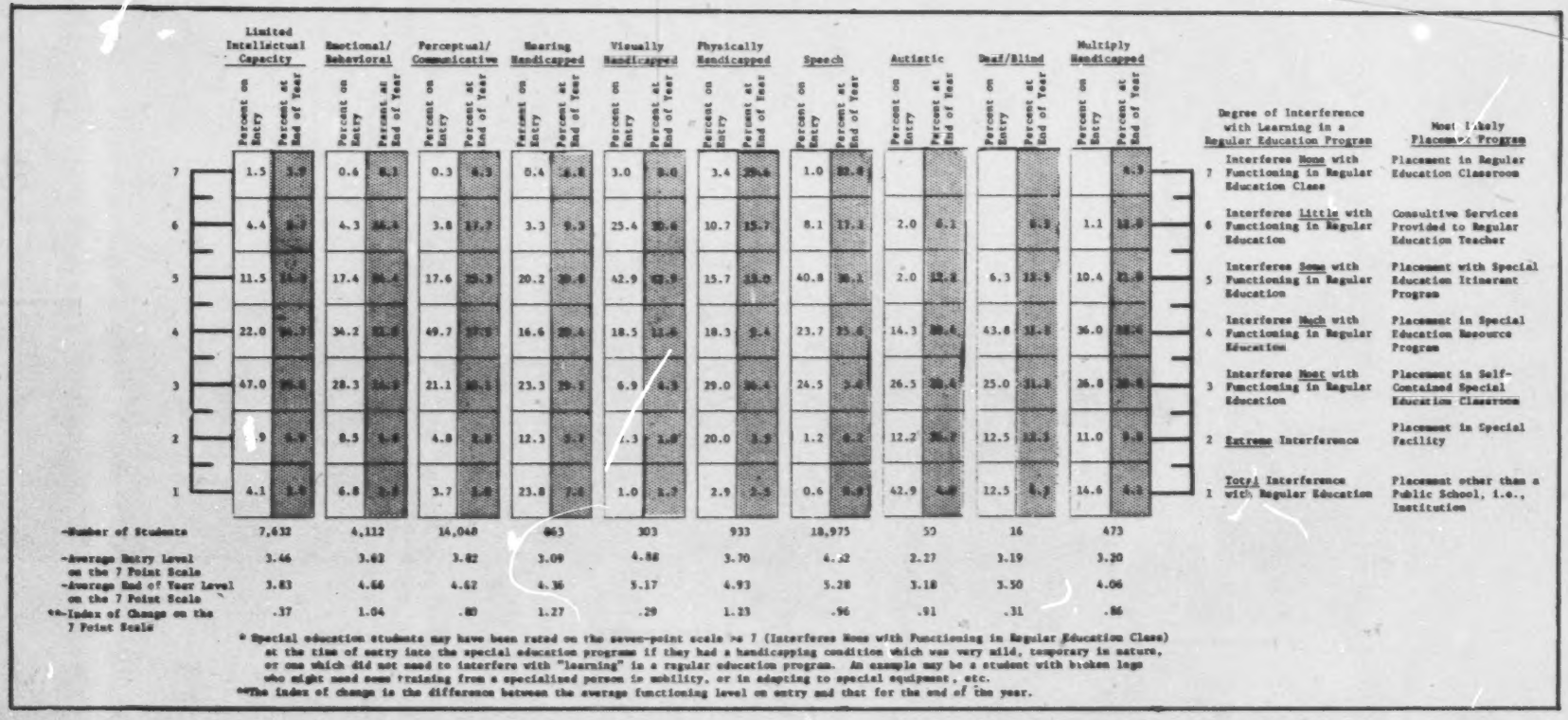
Information regarding student growth, as indicated by an increase in ability to function in a regular education setting, was collected for the first time with the 1974-75 annual reports from administrative units. The utilization of the resulting information should strengthen the capability of state and local administrators to identify the basic types of program delivery methods which are needed.

To determine whether or not the extent of progress made by students in their functioning ability is adequate must rest on comparative data to be collected over the next few years.

TABLE XXIII

Functioning Level of Students on Entry* into a Special Education Program and at End-of-the-Year as Reported on a Seven-Point Scale

1974-75



Degree of Interference with Learning in a Regular Education Program		Most Likely Placement/Program
7	Interferes None with Functioning in Regular Education Class	Placement in Regular Education Classroom
6	Interferes Little with Functioning in Regular Education	Consultive Services Provided to Regular Education Teacher
5	Interferes Some with Functioning in Regular Education	Placement with Special Education Itinerant Program
4	Interferes Much with Functioning in Regular Education	Placement in Special Education Resource Program
3	Interferes Most with Functioning in Regular Education	Placement in Self-Contained Special Education Classroom
2	Extreme Interference	Placement in Special Facility
1	Total Interference with Regular Education	Placement other than a Public School, i.e., Institution

	Limited Intellectual Capacity		Emotional/ Behavioral		Perceptual/ Communicative		Hearing Handicapped		Visually Handicapped		Physically Handicapped		Speech		Autistic		Deaf/Blind		Multiply Handicapped	
	Percent on Entry	Percent at End of Year	Percent on Entry	Percent at End of Year	Percent on Entry	Percent at End of Year	Percent on Entry	Percent at End of Year	Percent on Entry	Percent at End of Year	Percent on Entry	Percent at End of Year	Percent on Entry	Percent at End of Year	Percent on Entry	Percent at End of Year	Percent on Entry	Percent at End of Year	Percent on Entry	Percent at End of Year
7	1.5	3.9	0.6	8.1	0.3	4.3	5.4	4.8	3.0	8.0	3.4	29.4	1.0	33.8						8.9
6	4.4	8.7	4.3	36.4	3.8	17.7	3.3	9.3	25.4	30.6	10.7	15.7	8.1	17.3	2.0	6.1		6.3	1.1	12.0
5	11.5	14.9	17.4	20.4	17.6	25.3	20.2	20.8	42.9	43.9	15.7	13.0	40.8	30.1	2.0	12.8	6.3	18.9	10.4	21.8
4	22.0	30.7	34.2	22.8	49.7	37.3	16.6	20.4	18.5	11.6	18.3	9.4	23.7	25.6	14.3	30.4	43.8	31.3	36.0	32.4
3	47.0	29.1	28.3	10.3	21.1	10.1	23.3	29.1	6.9	4.3	29.0	20.4	24.5	3.0	26.5	30.4	25.0	31.3	26.8	20.5
2	9	4.9	8.5	1.6	4.8	1.8	12.3	5.1	.3	1.0	20.0	3.5	1.2	0.2	12.2	36.7	12.5	12.1	11.0	3.8
1	4.1	3.8	6.8	2.7	3.7	1.6	23.8	7.6	1.0	1.7	2.9	2.5	0.6	0.0	42.9	6.0	12.5	0.3	14.6	6.1
-Number of Students	7,632		4,112		14,048		863		303		933		18,975		59		16		473	
-Average Entry Level on the 7 Point Scale	3.46		3.62		3.82		3.09		4.88		3.70		4.52		2.27		3.19		3.20	
-Average End of Year Level on the 7 Point Scale	3.83		4.66		4.62		4.36		5.17		4.93		5.28		3.18		3.50		4.06	
**-Index of Change on the 7 Point Scale	.37		1.04		.80		1.27		.29		1.23		.96		.91		.31		.86	

* Special education students may have been rated on the seven-point scale as 7 (Interferes None with Functioning in Regular Education Class) at the time of entry into the special education programs if they had a handicapping condition which was very mild, temporary in nature, or one which did not need to interfere with "learning" in a regular education program. An example may be a student with broken legs who might need some training from a specialized person in mobility, or in adapting to special equipment, etc.

**The index of change is the difference between the average functioning level on entry and that for the end of the year.

The information reported in Table XXIII is a result of comparing individual handicapped students to other students who can function and benefit from regular education programs. Information was also collected and summarized based on individual student comparisons to the expectations which had been set for them by the special education staff. Special education staff members who worked with the students on their individual objectives rated each student on a five-point scale as to whether the progress made in accomplishing the objectives was (a) below what was expected, (b) as expected, or (c) above what was expected. The consensus of these ratings made by the individual staff members was reported for each student. Results of this aggregated information by program area are shown below in Table XXIV.

TABLE XXIV

Percentage of Students Reported as Making Progress on Their Objectives as Compared to Expectations 1974-75

	Progress was Below Expectation on Individual Objectives	Progress was At Expectation on Individual Objectives	Progress was Above Expectation on Individual Objectives
Limited Intellectual Capacity	24.3%	51.1%	24.7%
Emotional/Behavioral	24.4%	52.8%	22.8%
Perceptual/Communicative	24.2%	48.0%	27.9%
Hearing Handicapped	19.5%	58.2%	22.3%
Visually Handicapped	18.1%	57.7%	24.2%
Physically Handicapped	11.7%	77.0%	11.3%
Speech	13.1%	67.6%	10.3%
Pregnant Girls	N/A	N/A	N/A
Adjudicated Youth	N/A	N/A	N/A
Autistic	35.4%	47.9%	16.7%
Deaf/Blind	18.8%	31.3%	50.0%
Multiply Handicapped	22.7%	55.6%	21.6%

Reportr were submitted to the Department, from all 43 administrative units, which provided more specific information on the progress made by special education students on their individual objectives prepared by special education staff members in order to meet the students' identified special needs.

Each special education teacher prepared a report which provided information on the progress made by the special education students she served during the school year for which measures of progress were possible and available. The information reported by a teacher included: (a) the number of students for which progress information was being reported; (b) the categorical program of assignment, the delivery method utilized, and the level in school (preschool, elementary or secondary) for the students to which the report information referred; (c) the areas of need for which individual student objectives were prepared, worked on and measured by that teacher; (d) the name of the instrument or type of method used to measure the students' progress; and (e) the average months of growth made, and other summary statements clarifying the outcome report.

Summarizing the information reported in order to generalize about the accomplishments made by students in categorical programs within the state is premature and, perhaps, inappropriate. The information reported varies widely between and within administrative units. Perusal of the reports emphasizes the extreme diversity of student needs being served, the wide range in severity of handicapping conditions being served, the uniqueness of individual student needs being served even though placed within the same categorical program, and the variety in types of measurements used to assess student progress. The reports are indicative of the fact that units are making every effort and extensive progress in planning and implementing evaluation procedures for special education programs based on assessment of individual student progress.

2. Status and Effectiveness of Program Implementation

Included with each special education administrative unit annual report for 1974-75 was information responding to the status of implementation within their unit of special education program elements generally required by the Rules for the Administration of the Handicapped Children's Educational Act. Elements were reported as being either in the planning stages, in the beginning stages of implementation, or as fully implemented. In addition, for each element, the effectiveness of implementation was rated on a five-point scale. The program elements in reference and the summary of unit reports are shown in Table XXV. The figures represent the percentage of units responding to each item.

The emphasis which was placed on staffing procedures over the past two years is reflected in the number of units reporting full implementation of those procedures, as well as the number reporting that it is an effective process. The Department assisted units in the implementation of an effective personnel information system and the results indicate the success of this activity. It should be noted that the level of implementation, as well as the effectiveness ratings, are lowest for those elements related to (a) the accountability process, (b) qualitative summary data for categorical programs, and (c) follow-up information. The summary information contained in Table XXV is valuable to use in the determination of priorities in activities at both state and local levels.

TABLE XXV

Status and Effectiveness of Program Implementation
as Reported by Administrative Units
1974-75

	*Percent of Administrative Units		*Percent of Administrative Units		
1. Implementation of the Unit's Comprehensive Plan for Special Education	57	42		43	57
2. A Special Education Advisory Committee	43	57	18	27	55
3. Due Process Procedures	64	36		57	43
4. Staffing Procedures	30	70		25	75
5. An Auditable Pupil Information System	57	43	7	43	50
6. An Auditable Personnel Information System	43	57	5	25	70
7. An Auditable Program/Cost/Revenue Information System	51	41	21	34	45
8. Approved Staff Members	41	59	5	16	79
9. Accountability Process in All Programs:					
Student Needs Assessment	73	27	20	41	39
Written Program Objectives	84	16	27	43	30
Written Individual Student Objectives	70	30	25	39	36
Evaluation of Student Progress Based on Objectives	75	25	20	48	32
Staff Evaluation Procedures	66	34	25	39	36
10. Qualitative Summary Data for the Following Programs:					
Limited Intellectual Capacity	57	43	21	43	36
Emotional/Behavioral	75	25	14	36	50
Perceptual/Communicative	61	39	20	39	41
Hearing Handicapped	86	14	16	11	73
Visually Handicapped	80	20	63	11	27
Physically Handicapped	80	20	66	9	25
Speech	48	52	13	23	64
Pregnant	66	34	54	14	32
Detention Center	32	11	9	7	16
Autistic	36	9	11	7	14
Deaf/Blind	30	11	9	5	14
Multiply Handicapped	43	7	14	7	14
11. Follow-Up Information on:					
School-Age Students Terminated from Special Education	77	9	41	20	11
Students Graduated from Special Education	68	9	43	17	11

*May not total to 100% if some units did not report

3. On-Site Visitations

During the 1974-75 school year special education programs in 13 administrative units were reviewed by Department organized on-site teams. Basically, the purposes of the on-site review are (a) to determine compliance of the unit with legal requirements, (b) to assess program operation and obtain information which may assist in determining the quality, (c) to provide and/or determine the technical assistance needed to improve programs or practices, (d) to identify exemplary programs, and (e) to review, in particular, the status of special education programs in those units operating under a variance from the Rules.

The 13 on-site teams utilized the services of 106 professionals. Teams ranged in size from 3 to 32 people, depending on the population of the administrative unit, the geographical distance, and special needs. Whenever possible, members of a team were selected so that expertise was available in special education management, special education categorical programs, and the various support services.

Team members observed special education programs and practices in the units visited, interviewed special education and regular education personnel as well as parents, completed a detailed checklist indicating compliance with the Rules and giving individual perceptions of the effectiveness of specific program practices. Team members also responded on a questionnaire requesting opinions and recommendations for the operation of special education in the unit visited.

A report, which included the summary of team members' opinions and perceptions regarding the special education programs and practices, an enumeration of the strengths and weaknesses identified, and specific recommendations offered for improving the operation and management of special education, was written for, and distributed to, each administrative unit visited. From the information supplied in the reports, the areas most generally identified as strengths were the following:

a. The caliber of qualified, capable and dedicated teachers and administrators employed for special education in the administrative units.

b. The wide range of alternatives available in program delivery to handicapped students and the level of cooperation which exists between administrative units in service delivery.

c. The sophistication and quality of instructional techniques and materials which are employed.

d. Parental involvement in special education programs, particularly through the utilization of advisory committees.

e. The tremendous strides made by administrative units in providing services to all handicapped students.

As a result of the information obtained through the 13 visitations, conclusions are that the greatest needs in the special education administrative units are:

a. Coordination and communication of special education services with regular education in both the instructional program and support services areas.

b. The implementation of screening and assessment techniques used and procedures followed which are appropriate for all students.

c. Auditable record keeping systems for all student and fiscal information.

d. Management practices which address (a) the streamlining of referral, assessment and staffing procedures and the consistency of these practices within a unit, (b) effective utilization of support personnel, (c) supervisory responsibilities for instructional and support staff, and (d) clarification of role responsibilities for all special education staff members particularly as they interact with regular education staff members.

e. The development of programs and alternatives of service delivery for the secondary level handicapped student.

f. Evaluation of student progress and program practices, and the collection of student follow-up information for this purpose.

g. Clarification of the criteria for program delivery.

Copies of the on-site visitation reports referred to above are on file in and available through the Colorado Department of Education, Special Education Unit.

SECTION VI

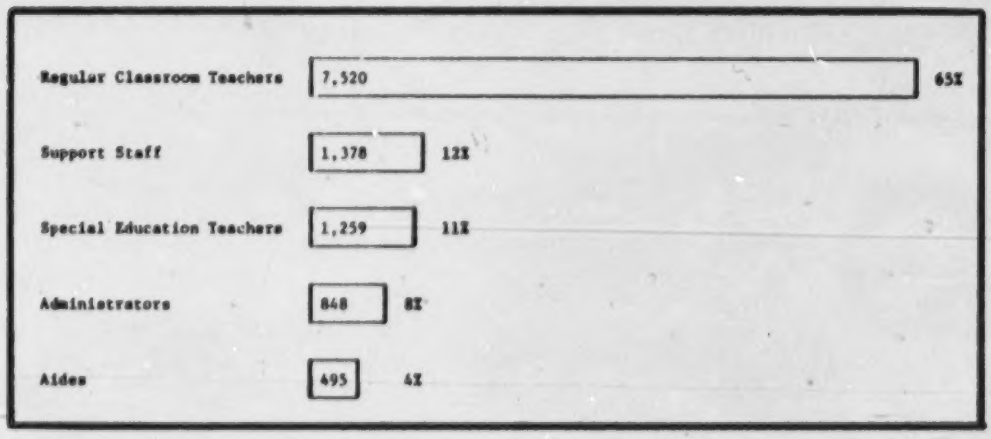
What was the Impact of the Inservice Program
for Regular Educators During 1974-75?

1. Program Impact

Inservice programs were conducted by 41 administrative units during the 1974-75 school year. Year-end reports indicate that 11,500 members of the public school staff, or approximately one-third of the total staff statewide, participated in the inservice programs. The composition of the participant population is shown in Table XXVI.

TABLE XXVI

Inservice Participants
1974-75



Study has shown that the population served was fairly representative of the entire certificated staff in the state. The significant majority of those participating in the inservice, 57 percent, were elementary school educators, with 34 percent secondary and 9 percent preschool. Using the statewide average certified staff/pupil ratio of 1 to 17, it was estimated that the teachers participating in the inservice were in contact with 212,000 students, or 37 percent of the fall 1974 student membership in Colorado. Table XXVII shows the number of inservice participants as compared to the total number of staff in the state.

TABLE XXVII

Inservice Participants as a
Percentage of the Staff in the State
1974-75

	Inservice Participants	State Total	Participants as a Percent of State Total
Regular Classroom Teachers	7,520	25,695	30.0%
Special Education Teachers	1,259	2,052	61.4%
Aides	495	--	--
Support Staff	1,378	2,492	55.0%
Administrators	848	1,994	43.0%
TOTAL	11,500	32,233	35.8%

2. Objectives of the Inservice Program and Reported Accomplishments

The primary focus of the inservice programs was on the development of special instructional skills. On the average, 35 percent of inservice time was devoted to this area. This is to be contrasted with the 31 percent spent on topics dealing with the development of special programs for students having learning disabilities, 31.1 percent on topics dealing with an overview of special education, and 9.7 percent of the time spent on topics specifically related to local school district needs.

Overall, the success rate in attaining objectives was very high. Of the total participants, 60 percent fully achieved the objectives that their individual inservice programs were designed to achieve. An average of 34 percent partially completed those objectives. In other words, 94 percent of the participants in the program either partially or completely attained the objectives that the programs were deaigned to achieve.

Table XXVIII presents a list of the major objective areas along with the number of inservice participants who worked in each of the areas and the percentage of those who either completed, partially completed, or did not complete the objective.

TABLE XXVIII

Inservice Objectives and Accomplishments
Made by the Participants
1974-75

Objective Statements	Total Participants Attempting this Objective	Percentage not Completing this Objective	Percentage Partially Completing this Objective	Percentage Completing this Objective
A. Overview of Special Education				
1. Identification of Handicapped Student	8,105	4.7%	33.8%	61.5%
2. Effects of Handicaps on Learning	7,037	4.0%	32.1%	63.9%
3. Role of Special Education Services	8,530	4.8%	32.8%	62.4%
B. Special Education Program Development				
1. Use of Screening Instruments	5,803	6.1%	35.9%	58.0%
2. Referral Procedures	5,326	14.3%	32.9%	52.8%
3. Determining Student's Need through Assessment Instruments and Other Methods	6,674	6.9%	34.1%	59.0%
4. Staffing Function and Team Procedures	7,424	10.0%	33.3%	56.7%
5. Modification of Existing Programs	5,722	6.5%	36.8%	56.7%
6. Student Progress Evaluation	3,717	5.4%	36.1%	58.5%
7. Preparation of Information for Staffing Team	2,783	7.7%	32.1%	60.2%
8. Utilizing Evaluation Information to Improve Programs	4,216	5.1%	38.7%	56.2%
C. Special Instructional Skills				
1. Instructional Techniques and Methods for Students with Special Needs	8,522	4.3%	32.5%	63.2%
2. Instructional Materials or Equipment	7,165	5.1%	32.6%	62.3%
3. Effective Utilization of Outside Resources	4,356	6.1%	31.8%	62.1%
4. Methods of Group and Individual Student Management	6,461	7.9%	31.6%	60.5%
D. Positive Attitudinal Change of Participants Toward Handicapped Students	4,888	7.4%	33.6%	59.5%

In addition to objective measures such as examinations or observations used by inservice facilitators to measure attainment of objectives, each individual participant was requested to evaluate his own growth with respect to these objectives. On a scale of one to five, low to high, the average rating was 3.4, suggesting that the participants also saw themselves benefiting as a result of their participation. Growth did occur and objectives were attained.

Participants were also asked to rate their need for further training or assistance in developing skills in the various topic areas. The topic areas are ranked in Table XXIX according to the extent of perceived need as indicated by the responses of the inservice participants.

TABLE XXIX

Inservice Topic Areas Ranked by
Order of Reported Future Need
1974-75

Topic/Objective	Need Index*
1. Instructional Materials or Equipment	3.51
2. Instructional Techniques and Methods for Students with Special Needs	3.50
3. Methods of Group and Individual Student Management	3.47
4. UtilizingEvaluation Information to Improve Programs	3.44
5. Effective Utilization of Outside Resources	3.43
6. Student Progress Evaluation	3.42
7. Modification of Existing Programs	3.39
8. Determining Student's Need through Assessment Instruments and Other Methods	3.30
9. Use of Screening Instruments	3.30
10. Effects of Handicaps on Learning	3.25
11. Preparation of Information for Staffing Team	3.18
12. Identification of Handicapped Student	3.11
13. Role of Special Education Services	3.11
14. Staffing Function and Team Procedures	3.01
15. Referral Procedures	2.91

*Participants were asked to rate the need on a scale of one to five, low to high, respectively. The need index is an average rating.

The average scores given to all the topics suggest that there remains considerable amount of need for further development of skills and abilities. However, since the range of average ratings is rather small, from 3.51 at one extreme to 2.91 at the other, no single area or topic stands out as being particularly crucial. It is interesting to note, nevertheless, that four of the top rated items are in the area of specific instructional skills development and that topics relating to an overview of special education fall in the lower half of the ranking.

3. Program Value

In another series of questions, participants were asked to evaluate the overall impact or value of the program in which they participated. Their responses indicate that programs were seen as highly worthwhile. As indicated by Table XXX, on a scale of one to five, a composite of the ratings of various program characteristics was 3.8, with scores ranging from a low of 3.54 to a high of 4.09.

TABLE XXX

Participants' Response to the Value of
the Inservice Program
1974-75

General Indicators of Program Quality	Value Index*
Interest Level	4.09
Adequacy of Length of Time Provided for Training	3.55
Effectiveness of the Inservice Instructional Methods	3.83
Appropriateness of the Evaluation of Participant Accomplishment	3.54
Value to You as a Teacher	4.02
Your Accomplishment of the Inservice Objectives	3.78
COMPOSITE	3.80

*Participants were asked to rate the program on a scale of one to five, low to high. The value index is the average rating.

The inference that can be drawn from these responses is that participants generally felt their time was well spent, and that the inservice programs were well designed and well presented. Special attention should be called to their rating of the program's value to them as teachers with a score of 4.02 and of the accomplishment of their own objectives in the inservice program which was rated 3.78.

4. Program Cost

The total cost for the 1974-75 inservice program was $1,980,856. Of this amount, $1,584,685 or 80.0 percent was provided by the state and $396,171 or 20.0 percent was provided by the local administrative units. A financial summary is presented in Table XXXI.

TABLE XXXI

Financial Summary of the Inservice Program
for Regular Educators
1974-75

Allocations	1974-75
State of Colorado Allocation	$1,784,333.00
Approved by Department of Education for Unit Expenditures	1,753,121.54
Unallocated or Unclaimed	$ 31,211.46
Usage	
Approved	1,753,121.54
Amount Expended by Administrative Units	1,584,684.97
	$ 168,436.57
Expended In State	
State Monies - 80 Percent	$1,584,684.97
Local Match - 20 Percent	396,171.24
Total	$1,980,856.21
Total Unexpended Funds	
Unallocated or Unclaimed	$ 31,211.46
Approved, but Unexpended	168,436.57
Total	$ 199,648.03

SECTION VII

Where do We Stand for the Year 1975-76?

1. The Status of Special Education Administrative Units and Program Implementation

For the year 1975-76, 44 special education administrative units, of which 14 are boards of cooperative services, have been approved for the delivery of services to handicapped students. Nine of the 44 units were approved on variances due to either population or geographical constraints. All of the units currently operating under a variance, except for Moffat #Re-1 in Craig which was approved as an administrative unit for the first time this year, were reviewed by an on-site team during the previous school year. As a result, in-depth information and recommendations regarding the economic feasibility and practicality of delivering special education services were available and utilized in the process of determining approvals of these administrative unit variance requests.

In addressing the pressing issue of providing for educational programs to serve all handicapped students during the 1975-76 school year, the 44 directors of special education were individually interviewed in November of this year for the purpose of obtaining updated information on the status of immediate priorities in order to more fully approximate implementation as mandated, and recommending alternative approaches in those areas where constraints could preclude the provision of services this year. All students known to have handicapping conditions may, in fact, be served in programs during the 1975-76 school year, but, at the same time, some services which should be available in administrative units, as required by the Rules, may be lacking. Two primary constraints, namely the statewide thrust to cut budgets at all levels and the limited availability of qualified personnel in the areas needed in order to meet the mandates of the law and/or to provide for all identified student handicapping conditions, may cause this situation to occur.

With the above situation in mind, the local special education directors gave their opinions as to what they felt the level of implementation, with all services available for handicapped students as required, would be by the end of this school year. Expressed in a percentage value, the average level of implementation across the state by the end of the 1975-76 school year is estimated by the special education directors to reach 88 percent. The range in level of implementation among administrative units as estimated by the directors will be 70 percent to 100 percent. In comparison, their overall estimate for the level of special education service implementation the previous year was 72 percent. This is expected to jump to 95 percent with the 1976-77 school year. It is difficult to provide supporting evidence in justification of these estimated figures, but such estimates do offer a reading from those educators most knowledgeable about special education services as to its status and needs.

A review of the number and type of special education services implemented between September 1974, and November 1975, in locations where that service was not previously available is a clear indicator of the growth toward full services implementation for handicapped students. During this period, 52 new instructional programs and support services were implemented. Of these, 19 were programs to serve students with emotional/behavioral handicapping conditions and 16 were designed to serve those with physically handicapping conditions.

2. Estimated Number of Handicapped Students to be Served

Administrative units submitted with their annual report of July 15, 1975, their estimations of the number of handicapped students to be served during the 1975-76 and 1976-77 school years in the various categorical programs. This information was updated by the special education directors as a part of the interview sessions held during November 1975. The total number of handicapped students estimated by the directors to be served is shown in Table XXXII.

TABLE XXXII

Administrative Unit Estimates of Number of Individual Students to be Served in Special Education

	1975-76		1976-77	
Limited Intellectual Capacity	8,756		9,486	
Emotional/Behavioral	3,119		3,825	
Perceptual/Communicative	20,266		22,599	
Hearing Handicapped	722		856	
Visually Handicapped	416		505	
Physically Handicapped	1,452		1,635	
Speech	23,643		24,086	
Pregnant	387		463	
*Adjudicated Youth	6,839		2,425	
Autistic	18		21	
Deaf/Blind	15		15	
Multiply Handicapped	253		315	
Total Individual Students	65,886		66,231	
Total Handicapping Conditions if 1974-75 Ratio Remains Constant		101,069		101,598

*The number of adjudicated youth reported to have been served in 1974-75 was 2,722. The significant fluctuation in this number is due to the fact that individual records of these students are not kept with the public schools and figures reported by units, in many instances, are estimates. The figures are shown as reported. However, to arrive at more meaningful information as to the students estimated to be served in programs this information might be considered separately. Excluding adjudicated youth from the totals would show 59,047 individual students estimated to be served for 1975-76 and 63,806 individual students estimated to be served for 1976-77.

Many of those individual students will have multiple handicapping conditions and require that services be provided to them in more than one special area and, most likely, by more than one special education staff member. Applying the ratio of individual students to handicapping conditions served during the 1974-75 school year, it can be estimated that 101,069 handicapping conditions for the 65,886 individual students will be served during 1975-76. It should be noted that the estimates provided by local directors will generally vary in total and within various categorical programs from those estimates supplied on information released by the Department. (See Appendix C) This is due to tempering of the initial estimates which are made by each local unit director with trend information available from studies made at the state level. Consideration is given to averages, incidence rates, ratios of past years' data, and level of accuracy of past estimated figures as provided on individual local reports in relation to actual numbers reported with the annual reports.

3. Estimated Full-Time Equivalency for Special Education Instructional and Support Staff

According to the information obtained from the administrative units on their annual reports of July 15, 1975, the staff which will be needed to serve the estimated number of handicapped students is shown in Table XXXIII.

TABLE XXXIII

Administrative Unit Estimates of Full-Time Equivalent
Instructional and Support Staff
to be Employed for 1975-76

Instructional Staff

	FTE Teachers Estimated to be Employed	FTE Aides Estimated to be Employed
Limited Intellectual Capacity	527	102
Perceptual/Communicative	1,013	197
Emotional/Behavioral	288	98
Hearing Handicapped	79	17
Visually Handicapped	30	9
Physically Handicapped	120	28
Speech	315	27
Pregnant Girls	19	3
Adjudicated Youth	16	3
Autistic	3	5
Deaf/Blind	4	3
Multiply Handicapped	14	16
Total	2,350	507

Support Staff

	FTE Support Staff to be Employed	
Assessment and Consultation		
Psychologists	209	
Psychiatrists	6	
Social Workers	242	
Audiologists	8	
Other		
Total		465
Administration and Supervision		
Supervisors	69	
Assistant Directors	39	
Directors	37	
Other	4	
Total Professional		149
Total Secretaries		160
Health		
Nurses	225	
Occupational Therapists	12	
Physical Therapists	7	
Other	1	
Total		245
Specialty Training		
Specialty Instructors		38
Inservice		6
IHC Coordinators		27
Total Support Staff		1,091

As a result of the November 1975, update of the status of programs and staff, indications are that initial estimates made by the local directors are expected to remain fairly accurate. The estimated full-time equivalency staff represents about a 31 percent increase from the 1974-75 school year, which is consistent with the 31 percent increase in students estimated to be served. Since Colorado is currently in a year when special education services for all handicapped students must be in operation as required by legislative statute, the large increase in special education staff estimated to be needed is not unexpected and is projected to drop to only a 9 percent increase for 1976-77. The perceptual/communicative program carries the largest expected increase in instructional staff. Noticeable increases in support staff are for psychologists, social workers, nurses and supervisors.

4. Estimated Direct Special Education Cost, Reimbursable Claim

According to estimates made at the local unit level, the total direct special education instructional and support cost for school year 1975-76 should approach $54,772,572 if all staff are hired as initially planned. In estimating the portion of the total cost which may be reimbursed under the Handicapped Children's Educational Act, the following assumptions are taken into account:

a. Because of known constraints, the estimated total cost will not be reached.

b. Because of qualifications or job assignments, a small portion of the staff will most likely not meet the requirements for reimbursement.

c. Because of other sources of revenue support, some staff positions which are a part of the total cost will not be reimbursable.

d. Because of usual inaccuracies in reporting full-time equivalents, the actual may not reach the estimated.

e. Because of the difficulty in accurately estimating salary and item cost increases, the estimated total cost figures usually are higher.

With the above assumptions in mind, that portion of the estimated total direct special education cost for 1975-76 which may be applied for reimbursement is expected to reach $38,888,198. Applying the appropriate percentages as specified in the Act, it is estimated that if fully funded, $30,895,506 would be needed.

As it stands, the $23,816,553 appropriation for the Handicapped Children's Educational Act for the 1975-76 school year will cover 77 percent of the estimated amount which will be claimed.

5. On-Site Visitations to Special Education Administrative Units During 1975-76

Plans have been made for the Department to sponsor on-site visitations to 14 special education administrative units during the 1975-76 school year, bringing the number of units visited since the process began in March 1974, to 29. The on-site teams will utilize a total of 174 professional educators and support personnel from local units, higher education institutions, and state agencies. Special education instructional programs, support services, and administration provided by the administrative units will be reviewed and

observed. As a result, those responsible for the local educational programs for handicapped students will be offered verbal and written recommendations for program improvement where they are so indicated.

The Department staff will use the information accumulated and reported by the on-site teams to assist the individual local administrators in identifying program needs and in preparing plans for modifying and/or implementing services. In addition, the information will provide a basis for justifiably determining reimbursement levels of full-time equivalency staff under the Handicapped Children's Educational Act, particularly where local circumstances call for a deviation from what would normally be expected.

The schedule of visitations to be conducted during the 1975-76 school year is shown in Appendix D.

6. Child Find Projects Being Conducted During 1975-76

With the beginning of the 1975-76 school year, 39 of Colorado's 44 administrative units began special projects designed to update information on the number and location of the handicapped population of school age children who may not currently be served in special education programs and to identify the handicapped children of age birth to five. Impetus for these child find projects has been provided from the U.S. Office of Education, Bureau of Education for the Handicapped. The federal priority established in order to receive monies for special education programs from Title VI-B of the Education of the Handicapped Act, is the identification of the unserved handicapped population in these age groups. The information obtained as a result of the local child find activities will assist administrative units and the Department in determining the extent to which services as mandated by Colorado's Handicapped Children's Educational Act are being provided for the handicapped, in preparing plans for modifying and/or adding services as needed, and in projecting fiscal needs for the maintenance of special education programs for the handicapped now being served as well as for the implementation of programs for the handicapped not being served.

7. Inservice Programs for 1975-76

As of this writing, 41 administrative units have special education inservice programs operating with the three remaining units due to start programs in January. It is estimated that 14,236 staff members will participate in the inservice sessions during the 1975-76 school year. This total will include:

Teachers	12,280
Support Staff	668
Aides	511
Administrators	777
TOTAL	14,236

Plans submitted to the Department indicate that the areas which will be emphasized in inservice programs this year are programs for (a) secondary level handicapped students and (b) special education administration.

Figures indicate a 24 percent increase in the estimated number of participants from the actual number served in 1974-75. However, with the State monies allocated for support dropping from $1,496,379 the previous year to a maximum of $1,000,000 for the 1975-76 school year, it is apparent local units are bearing more of the cost.

8. Current Trends in Special Education

Perusal of information which has been gathered through visitations, observations, interviews and reports about the special education programs and their administration in the local administrative units reveals certain trends in the delivery of services to handicapped students. These trends may be attributed to the efforts made at State and local levels to interpret and carry out the mandates put forth in Colorado's Handicapped Children's Educational Act, to meet federal level requirements for serving the handicapped, and to attend to legal issues specifically clarified by the courts.

The handicapped student being identified today seems to have a complexity of handicapping conditions which requires a multiplicity of services to a much greater degree than needed in past years. Figures from annual administrative unit reports showing growth over the past three years in the number of handicapping conditions served as compared to the number of individual students is evidence of this happening. (Refer to Table I, Section I)

An increase in the number of programs being offered for handicapped students at the secondary level is apparent. The percentage of handicapped students served in secondary level programs during 1974-75 was 33 percent, an increase of 6.4 percent from the 1973-74 year alone. It is expected that programs serving the three to five year old population will be on the rise due to the interest in prevention and to a growing response to a need for a population which has not been met and is a federally stated priority for service.

Another population which is expected to have an impact on the public school resources is that which, up to this time, has been provided for under the Colorado Department of Institutions through their community center programs. Because of Colorado's Handicapped Children's Educational Act, which requires that educational services be provided to all handicapped children, special education administrative units are exploring alternatives in educational program delivery and beginning to implement some of these for the children identified as having a significant (to severe) limited intellectual capacity and who otherwise would have been served by the community center programs. Indicative of the impact is one administrative unit which has reported that five classes serving this population will be in operation by January 1976, with 15 more by September 1976. If available fiscal monies from the Handicapped Children's Educational Act remain constant, with the appropriation made utilizing planning figures not revised to accommodate this new population, the provision of these programs by public schools may unreasonably stretch the use of the dollars appropriated. Because of this situation, an additional allocation will need to be made so that a reduction in the funding level of the Act does not occur.

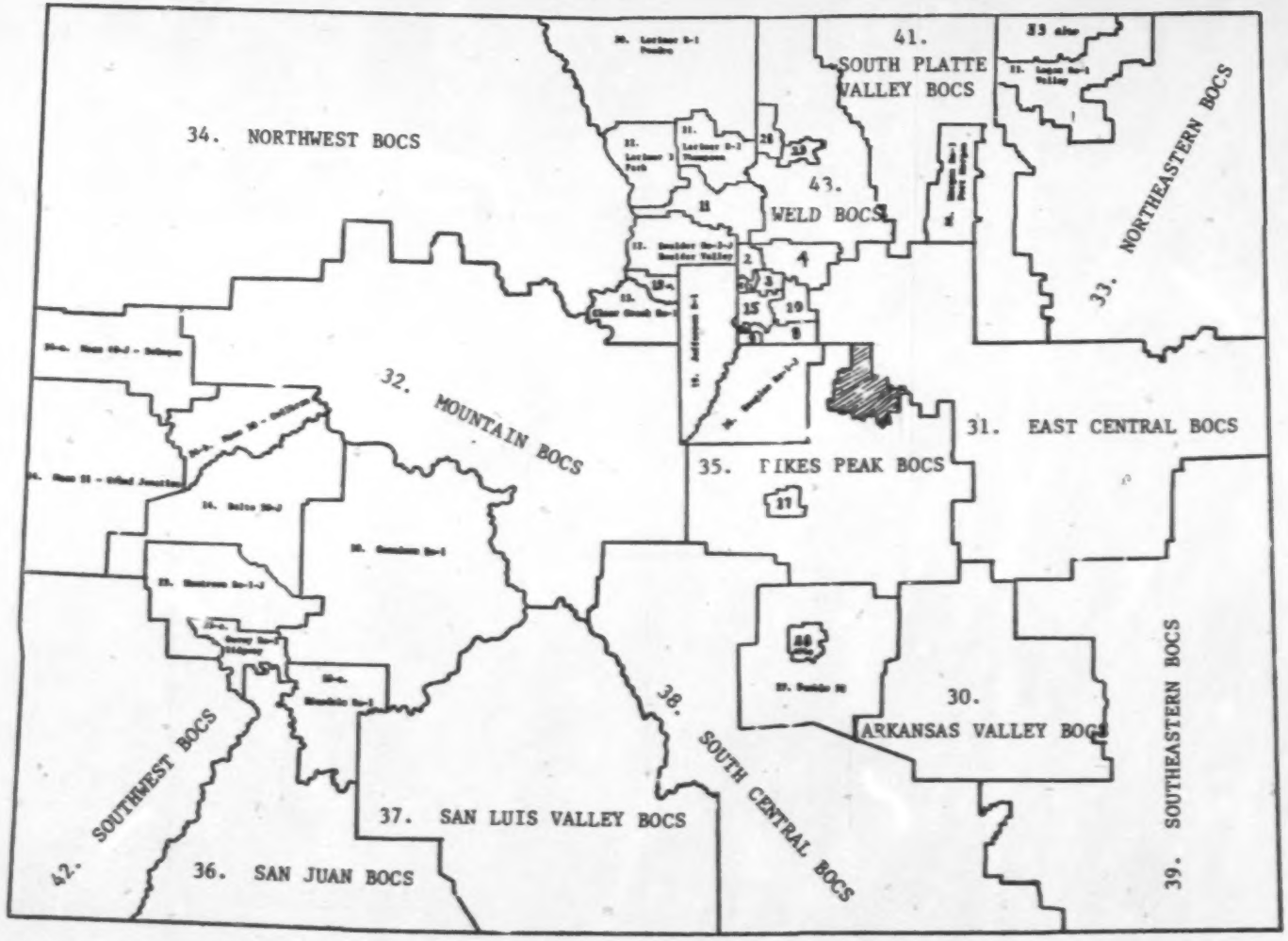
Rather than regarding growth in programs as merely an increase in the number of students served, it is relevant to look at less tangible special education program components and to attend to reaching full compliance with State and federal requirements. During the 1975-76 school year, state and local level activities are expected to address the needs which have been identified.

During the 1975-76 school year, the Department's Special Education Services Unit will be engaged in activities directed toward the development of a means by which a continuity of services can be provided for the handicapped, and assisting in the determination of the roles and responsibilities of state agencies and local programs in seeing that all needed services are economically and efficiently provided in a way which will ease the burden of having a handicapping condition for an individual.

At present, all state agencies, who in some way have a part in serving the handicapped, are engaged in a cooperative endeavor of developing a state plan to provide this continuity of services for the handicapped. Stimulated by federal requirements imposed as a part of Part B of the Education of the Handicapped Act, as amended by P.L. 93-380, the Colorado Department of Education has provided the leadership for development of this state plan which is expected to be completed prior to the next fiscal year.

APPENDIX A

Colorado's Forty-Three Special Education Administrative Units
1974-75



1. Adams 1 - Mapleton
2. Adams 12 - Eastlake-Thornton-Northglenn
3. Adams 14 - Commerce City
4. Adams 27-J - Brighton
5. Adams 50 - Westminster
6. Arapahoe 1 - Englewood
7. Arapahoe 2 - Sheridan
8. Arapahoe 5 - Cherry Creek
9. Arapahoe 6 - Littleton
10. Adams-Arapahoe 28-J - Aurora
11. Boulder Re-1-J - St. Vrain Valley
12. Boulder Re-2-J - Boulder Valley
13. Clear Creek Re-1
14. Delta 50-J
15. Denver 1
16. Douglas Re-1-J
17. El Paso 11 - Colorado Springs
18. Gunnison Re-1
    Hinsdale Re-1
19. Jefferson R-1
    Gilpin Re-1
20. Larimer R-1 - Poudre
21. Larimer R-2 - Thompson
22. Larimer 3 - Park
23. Logan Re-1 - Valley
24. Mesa 51 - Grand Junction
    Mesa 49-J - DeBeque
    Mesa 50 - Collbran
25. Montrose Re-1-J
    Ouray Re-2 - Ridgway
26. Morgan Re-3 - Fort Morgan
27. Pueblo 70
28. Weld Re-4 - Windsor
29. Weld 6 - Greeley
30. Arkansas Valley BOCS
31. East Central BOCS
32. Mountain BOCS
33. Northeastern BOCS
34. Northwest BOCS
35. Pikes Peak BOCS
36. San Juan BOCS
37. San Luis Valley BOCS
38. South Central BOCS
39. Southeastern BOCS
40. SEMBCS
    composed of: 6. Arapahoe 1
    7. Arapahoe 2
    8. Arapahoe 5
    9. Arapahoe 6
    10. Adams-Arapahoe 28-J
41. South Platte Valley BOCS
42. Southwest BOCS
43. Weld BOCS

APPENDIX B

Revenue, Cost and Reimbursement Analysis
for Special Education

1974-75

Direct Special Revenues
in Comparison to Direct Special Education Cost

Source	Amount
Federal	
Title I, ESEA	$ 407,945
Title II, ESEA	43,263
Title III, ESEA	184,474
Title VI-B ESEA	407,848
Title VI-C, ESEA	55,976
NIMH	313,953
Vocational Education	188,692
Vocational Rehabilitation	323,303
Other	4,961
Sub-Total - Federal	1,930,415
State (HCEA)	21,601,168
Local	15,827,393
Private	-0-
TOTAL DIRECT REVENUES	$39,358,976
DIRECT SPECIAL EDUCATION COST	$39,358,976
DIFFERENCE	-0-

Total Attributable Revenues in Comparison
to Cost of Educating Handicapped Students

Source		Amount
Federal		$ 1,930,415
State		
HCEA	$21,601,168	
Foundation Act	$27,077,318	
Sub-Total - State		$48,678,486
Local		
Property Tax	$28,348,986	
Other	$11,928,537	
Sub-Total - Local		$40,277,523
Private		-0-
TOTAL REVENUES		$90,886,424
TOTAL ATTRIBUTABLE COST		$90,886,424
DIFFERENCE		-0-

APPENDIX C

Reimbursable Costs
Under the Handicapped Children's Educational Act
(Estimates)*

	Actual 1974-75			(Estimated) 1975-76			(Estimated) 1976-77		
	FTE	Cost	Claim	FTE	Cost	Claim	FTE	Cost	Claim
Significant Limited Intellectual Capacity	452.29	4,797,794	3,838,235.20	467	$ 4,983,508	$ 3,987,126	494	$ 5,641,100	$ 4,512,880
Work/Study	125.79	1,240,796	992,636.80	138	1,416,797	1,133,438	144	1,581,885	1,265,508
Emotional/Behavioral	138.87	1,511,708	1,209,366.40	236	2,227,428	1,781,942	268	2,697,370	2,157,896
Detention Center	10.16	129,296	103,436.80	13	177,185	141,748	13	189,409	151,527
Perceptual/Communicative	679.08	7,263,592	5,810,873.60	883	9,616,276	7,693,020	922	10,743,874	8,595,099
Hearing Handicapped	67.31	721,274	577,019.20	69	759,341	607,473	73	859,596	687,677
Visually Handicapped	25.44	297,980	238,384.00	28	350,751	280,601	32	426,218	340,974
Physically Handicapped	26.60	352,818	282,254.40	31	412,989	330,391	35	535,245	428,196
Multiply Handicapped	22.53	243,610	194,808.00	25	277,558	222,046	30	356,384	285,107
Autistic	3.00	29,528	23,622.40	2	21,064	16,851	2	22,639	18,111
Deaf/Blind	3.25	29,782	23,825.60	4	38,147	30,518	4	41,000	32,800
Pregnant Girls	7.75	81,223	64,978.40	12	113,741	90,992	15	182,554	146,043
Speech	262.78	2,757,9[illegible]	2,206,388.00	285	3,127,262	2,501,809	296	3,490,802	2,792,642
Home-Hospital	53.48	482,812	386,249.60	70	653,716	522,973	75	721,654	577,323
Aides	230.58	744,613	595,690.40	375	1,096,586	877,268	450	1,407,906	1,126,325
Staff Travel		196,471	157,176.80		267,408	213,926		294,148	235,318
Supplies		554,462	(approx)277,231.00		665,000	332,500		795,000	397,500
Equipment		113,206	56,603.00		167,271	83,635		250,906	125,453
Home/School Equipment		1,120	896.00		2,196	1,098		4,875	2,438
Tuition		118,851	118,851.00		168,349	168,349		215,000	215,000
Nurses	68.43	723,572	578,857.60	70	619,372	495,498	75	710,065	568,052
Occupational Therapists	7.65	63,948	51,158.40	10	94,072	75,258	12	127,800	102,240
Physical Therapists	3.03	40,015	32,012.00	6	78,970	63,176	8	112,000	89,600
Psychologists	168.26	2,403,943	1,923,154.40	210	3,105,129	2,484,103	220	3,480,624	2,784,499
Psychiatrists	.61	12,970	10,376.00	2	26,000	20,800	2	30,000	24,000
Social Workers	172.44	2,276,700	1,821,360.00	205	2,882,259	2,305,807	225	3,384,945	2,707,956
Audiologists	2.94	32,208	25,766.40	6	68,713	54,970	9	110,284	88,228
Specialty Teachers	29.06	299,616	239,692.80	34	366,595	293,276	35	410,470	328,376
IMC	20.50	251,730	201,384.00	27	336,844	269,475	29	387,121	309,696
Supervisors	32.33	589,463	471,570.40	50	818,282	654,626	60	1,050,674	840,540
Assistant Directors	20.51	352,977	282,381.60	22	359,361	287,489	24	419,473	335,578
Directors	38.47	748,315	598,652.00	41	814,088	651,270	42	892,319	713,855
Secretaries	121.20	687,924	550,339.20	147	895,923	716,739	153	997,766	798,213
Pupil Transportation		1,821,443	1,457,154.40		1,871,512	1,497,210		2,021,233	1,616,986
Foster Home Care		8,877	8,877.00		8,105	8,105		11,914	11,914
TOTALS	2,794.34	31,982,622	25,411,342.80	3,468	$ 38,888,198	$ 30,895,506	3,747	$ 44,604,253	$ 35,413,550

*For actual pupils served for 1974-75 and estimates of pupils to be served in 1975-76 and 1976-77. See Table I, page 2, and Table 32, page 44, of this report.

APPENDIX D

On-Site Visitations
1975-76

Administrative Unit	Date of Visitation	Number of Team Members
Adams #14, Commerce City	September 29, 1975	12
San Juan BOCS	October 13, 1975	6
East Central BOCS	October 27, 1975	6
Boulder #Re-2J, Boulder	January 12, 1976	12
El Paso #11, Colorado Springs	January 26, 1976	20
Larimer #R-2J, Loveland	February 9, 1976	10
Mesa #51, Grand Junction	February 23, 1976	12
San Luis Valley BOCS	March 8, 1976	10
Southeastern BOCS	April 5, 1976	6
Pueblo #60, Pueblo (City)	April 19, 1976	20
Arapahoe #6, Littleton	May 2, 1976	20
Adams #12, Eastlake	To be scheduled	16
Arapahoe #1, Englewood	To be scheduled	8
Adams-Arapahoe #28J, Aurora	To be scheduled	16
TOTAL		174